

# Required Appendix A

## **Curriculum Scope and Sequence:**

A significant portion of our curriculum has been developed. The parts that have not been developed will be completed prior to January 1, 2016. Academic Opportunities Academy believes it is best to present everything we possibly can to the New Mexico Public Education Department and the New Mexico Education Commission for review. We understand we may lose points presenting our application in this manner.

Our charter school application went through significant changes after each of our educational meetings with the New Mexico Public Education Department – Charter School Division. Academic Opportunities Academy went to work to improve our application based on their presentations. We very much appreciate all their hard work and knowledge presented to us. Our application and eventual charter will always be a living document that is constantly reviewed, revised and improved.

Any and all changes that the New Mexico Public Education Department – Charter School Division or the New Mexico Education Commissioners desire to implement will always be given utmost consideration. We aim to serve. We know you all have the interests of our children as your priority as we do. We hope you have seen that we have been responsive to all your requests and we seek to enjoy an outstanding working relationship with all of you.

## **Components of our Scope and Sequence under Development**

### **New Mexico History**

A curriculum has not been established. Academic Opportunities Academy has consulted with other charter schools as to the best curriculum to adopt. Until a better curriculum is found we plan to use New Mexico Connections Academy New Mexico History. New Mexico Connections Academy recommended we contact their headquarters regarding being able to use their New Mexico History. We welcome recommendations as to what the NMPED and NMPEC recommends as a New Mexico History curriculum. Our New Mexico History curriculum will be aligned with all New Mexico Content Standards with Benchmarks and Performance Standards and Common Core State Standards.

### **Computer Graphics and Computer Art**

Academic Opportunities Academy plans to offer computer arts and graphics classes to align with our mission. Mark discussed this with Dr. Tran and he liked our idea. Our art curriculum will be developed by January 1, 2016. Our art curriculum will be aligned with all New Mexico Content Standards with Benchmarks and Performance Standards and Common Core State Standards.

Computer Graphics and Computer Art will be a series of three one year courses in computer generated art (also known as imaging). Students will generate a variety of art projects. Utilizing the elements of art and the principals of design, students will develop visual literacy skills, and a multicultural understanding of their place in art history. Upon completion of the three one year courses students will have created a digital portfolio of their projects.

### **Computer Programming**

Mark Casavantes met with Dr. Son Tran who is the Department Chair of the Computer Science Department of New Mexico State University regarding developing our charter school curriculum. Mark also met with Ms. Rebecca Galves who is the Director of NMSU Summer Programs.

New Mexico State University offers a Computer Science Adventures day camp for high school and middle school students and one camp just for girls. This year the camp is offered during July 6 – 17, 10AM to 3PM. Academic Opportunities Academy was invited to have our students attend future Computer Science Adventures day

camps. We look forward to all educational opportunities we can make available to all our students.  
<http://bit.ly/CSAdventures> provides an application for this camp.

Ms. Galvez introduced their DISSECT program. Dr. Tran told me that computer languages will come and go, but the thinking and problem solving skills is the key to computer science success. GK-12 DIScover SciEnce through Computational Thinking (DISSECT) introduces the thinking and problem solving skills computer science students need. On their web site you will find the latest information on the GK-12 project at New Mexico State University as well as helpful tools for K-12 teachers.

The GK-12 grant was awarded to the NMSU Computer Science Department in 2010 by the National Science Foundation. The goal of the program is to place graduate fellows in science classrooms, where they will expand their skills as communicators and educators, all while helping K-12 teachers integrate concepts of computer science into traditional science curricula.

Ms. Rebecca Galvez explained her Young Women in Computing Program to me. Young Women in Computing Program (YWiC) is an outreach initiative developed with the vision to increase the participation in computer science (CS) activities and exposure for all students in NM. YWiC is housed in the Department of Computer Science at New Mexico State University and focuses on multidimensional program components such as in-school presentations, after-school programming, summer programs, state-wide competitions, social networking, forums and conferences, plus teacher-program collaborations that will leverage the available resources across opportunities.

During the academic year, YWiC hosts student visitors to NMSU for one-hour workshops. YWiC hosts over 60 workshops each year, to both young women and men, in grades 5 - 12. YWiC brings the focus of needing more creators of computing and technology to the forefront, versus the mass production of excellent users of computer science and technology. YWiC talks about careers, college majors, and how students can get involved with activities involving computer science. If you would like to schedule a visit with our Outreach Team, please contact [rgalves@cs.nmsu.edu](mailto:rgalves@cs.nmsu.edu), or call (575) 646-4451  
<http://www.cs.nmsu.edu/ywic/>

Next we discussed developing our computer programming curriculum and working together so that Academic Opportunities Academy prepares students capable to enter the rigorous computer science field. Dr. Tran started off stating that the computer language is not the important factor in learning computer science. He told me computer languages come and go. He concurred that Python would be a good computer language for middle school students to start with. He told me that he has a huge attrition rate as students in the Deming and Las Cruces area are not well prepared for his rigorous computer science program. He told me a strong mathematics background in traditional mathematics and augmented with probability, statistics and logic would be important foundation for all students. Currently students in Southern New Mexico are not prepared adequately in probability, statistics and logic. Dr. Tran recommended a pre-AP or AP program in probability and statistics and some instruction in the concepts of mathematical logic is needed to prepare a student for their computer science curriculum. He and Rebecca both stated that alignment with the new Common Core State Standards and ISTE Standards would be an excellent framework to develop our computer science curriculum. Dr. Tran and Ms. Galves both offered to work together to develop our program and they would gladly offer their suggestions and advice to assist us in developing our curriculum.

The following was obtained from the ISTE web site regarding their standards.

Widespread adoption of the Common Core State Standards represents a major shift in the focus and policy of the U.S. education system. Like all big transitions, the move to this new framework will have its challenges. Fortunately, educators who understand and use the ISTE Standards are already well prepared to embrace the new — and necessary — emphasis on higher-order thinking skills and real-world problem solving.

## **New skills for a new world**

Both the Common Core and the ISTE Standards recognize that education as it's always been done is not enough in the digital age. When we all have anytime, anywhere access to a universe of facts, an emphasis on top-down knowledge delivery and rote memorization no longer makes sense. Instead, we must embrace new pedagogies that make the most of our students' innate drive to learn, create and collaborate. Likewise, in a competitive global economy that demands innovation and strategic thinking, we must help students build their critical-thinking and problem-solving skills. And in an environment where change is the only constant, we must foster a lifelong love of learning.

## **Technology-powered pedagogy**

The ISTE Standards also share with the Common Core an emphasis on using technology — not for technology's sake, but as a tool for leap-frogging over lower-order thinking skills, such as rote memorization, to focus our energies on research and media literacy, creativity, collaboration, problem solving, and critical thinking.

Technology also gives us the power to do things we've never been able to do before, like work in real time with experts and peers across the globe, express our knowledge in a wide range of media, and disseminate our ideas to far-flung, authentic audiences. These new capacities are revolutionizing the way we communicate, work and live. We must prepare the next generation not only to use these new tools, but also to foster the habits of mind that will enable them to keep up in their changing world.

<http://www.iste.org/standards/standards-in-action/common-core>

<http://www.iste.org/standards/iste-standards/standards-for-computer-science-educators>

<http://csta.acm.org/Curriculum/sub/K12Standards.html>

[http://csta.acm.org/Curriculum/sub/CurrFiles/CSTA\\_Standards\\_Mapped\\_to\\_CommonCoreStandardsNew.pdf](http://csta.acm.org/Curriculum/sub/CurrFiles/CSTA_Standards_Mapped_to_CommonCoreStandardsNew.pdf)

Next Dr. Tran recommended Academic Opportunities Academy align with the new Advanced Placement exam in Computer Science and their principals.

The following was obtained from the Advanced Placement website.

## **AP Computer Science Principles**

**2016-17**

**New Course Launching in Fall 2016**

AP Computer Science Principles is a new computer science course designed to give students foundational computing skills, an understanding of the real-world impact of computing applications, and programming literacy. Leading computer scientists and educators, supported by the National Science Foundation (NSF), agreed that such a course was needed to increase the number of students interested in and prepared for success in computer science and other STEM fields.

AP Computer Science Principles is designed to introduce a wider range of students to the central tenets of computer science. The course was developed and piloted in collaboration with leading high school and higher education computer science educators to reflect the latest scholarship in the field. Learn more about institutions that have supported the development of the new Computer Science Principles course.

The new course will launch in the fall of 2016, with the first AP Computer Science Principles Exam administration taking place in May 2017.

## **Overview of Curriculum**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to creative aspects of programming, using abstractions and



algorithms, working with large data sets, understandings of the Internet and issues of cybersecurity, and impacts of computing that affect different populations. AP Computer Science Principles will give students the opportunity to use current technologies to solve problems and create meaningful computational artifacts. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

The *AP Computer Science Principles Curriculum Framework* (.pdf/1.42MB) focuses on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives.

### **Computational Thinking Practices**

1. Connecting computing
2. Creating computational artifacts
3. Abstracting
4. Analyzing problems and artifacts
5. Communicating
6. Collaborating

### **Big Ideas**

1. Creativity
2. Abstraction
3. Data and Information
4. Algorithms
5. Programming
6. The Internet
7. Global Impact

AP Computer Science Principles will encourage students to be both analytical and creative in their thinking, and to collaborate with their peers to investigate solutions to real-world issues using computing. Students who succeed in AP Computer Science Principles will be better prepared in college and career, with a thorough grasp of computing foundations and concepts.

### **Overview of Assessments**

The AP Computer Science Principles assessment consists of two parts: a through-course assessment and the end-of-course AP Exam. Both of these will measure student achievement of the course learning objectives. For the through-course assessment, students will upload digital artifacts and written responses via a Web-based digital application.

AP Computer Science Principles students will receive a final exam score of 1-5 based on two through-course performance tasks submitted online during the school year and a multiple-choice written exam administered during the AP Exam administration in May.

The two performance tasks, focusing on computing innovations and programming, will not change from year to year. Rather, the tasks are designed to give students broad latitude in personally selecting the focus and topics for their engagement in these tasks. Draft versions of pilot performance tasks can be found on the Computer Science Principles Pilot Teacher Community.

On both the through-course assessment and the AP Computer Science Principles Exam, students will be asked to apply their understanding of the course learning objectives, including the essential knowledge statements and computational thinking practices.

## Two AP Computer Science Courses

When AP Computer Science Principles launches in the 2016-17 academic year, AP will have two computer science offerings, and students can take either course in any order. Currently one of the fastest growing AP courses, the AP Computer Science A course and exam continues to focus on computing skills related to programming in Java. The new AP Computer Science Principles course will complement AP Computer Science A as it aims to broaden participation in the study of computer science.

### AP Computer Science A

Curriculum is focused on object-oriented programming and problem solving

Java is the designated programming language

Encourages skill development among students considering a career in computer science or other STEM fields

AP assessment experience:

- Multiple-choice and free-response questions (written exam)

### AP Computer Science Principles

Curriculum is built around fundamentals of computing including problem solving, working with data, understanding the internet, cyber security, and programming.

Teachers choose the programming language(s)

Encourages a broader participation in the study of computer science and other STEM fields, including AP Computer Science A

AP assessment experience:

- Two performance tasks students complete during the course to demonstrate the skills they have developed (administered by the teacher; students submit digital artifacts)
- Multiple-choice questions (written exam)

Next he recommended Academic Opportunities Academy align with New Mexico State University course CS-111 which is one of their prerequisite introductory courses. There are several requirements that must be completed prior to being accepted into the NMSU Computer Science Department. After our charter school is approved, Dr. Tran recommended we meet with some of his other staff who teaches this course to learn more about the course CS-111 and to vertically align our curriculum to smoothly merge into their program. Dr. Tran informed me that he has a huge attrition problem and he very much wants to solve it. He strongly believes that the education in Southern New Mexico needs to be improved. He hates to see so many not able to participate in his Computer Science Department. This is one of the reasons NMSU has developed their Summer Camps.

### NMSU CS 111: Computer Science Principles (4 credits)

This course provides a broad and exciting introduction to the field of computer science and the impact that computation has today on every aspect of life. It focuses on exploring computing as a creative activity and investigates the key foundations of computing: abstraction, data, algorithms, and programming. It looks into how connectivity and the Internet have revolutionized computing and demonstrates the global impact that computing has achieved, and it reveals how a new student in computer science might become part of the computing future. Prerequisite(s): MATH 120 or higher.

Next he recommended we integrate a dual credit program with New Mexico State University when we have a high school program.

## **Dual Credit**

Students must be either a junior or senior in high school and enrolled in a public school district during the fall and winter in one-half or more of the minimum course requirements approved by PED for public school students in order to participate in dual credit courses.

Students must have a minimum 3.0 GPA and an ACT composite of 23 or an equivalent SAT score. Students who have not taken an ACT may submit PSAT or PLAN scores for review of eligibility for admission—ACT or SAT scores must be submitted by the next semester to continue in the dual credit program.

NMSU has final discretion to approve/disapprove eligibility of a student for admission and/or enrollment in courses for dual credit.

Academic Opportunities Academy will assist students in preparing for college by preparing our students to do well on the PSAT exams.

Next Dr. Tran and Ms. Galves reviewed the material presented below to be integrated into our computer programming curriculum. Most of this information came from the recommendations included in the book *Learning to Program Python the Hard Way* by Zed Shaw.

Both concurred that starting our program with Code.org and then Khan Academy would be a good start as both programs are designed for children and introduce children to the world of computer programming in an excellent manner.

They had not heard of TeamTreehouse.com, or CoderBytes.com. TeamTreehouse.com teaches a wide variety of computer programming languages on an online platform. Mark Casavantes has used it to try to learn to program in Python. CoderBytes.com offers a large selection of small computer programming tasks that are used in the hiring process by companies who hire computer programmers. You are awarded points if you can successfully solve the problem presented in 20 minutes or less. Mark has attempted their easiest problem and was not able to solve it within 20 minutes. Students would have to have a working knowledge of Python to solve these problems. After my presentation of these programs they believe it could be incorporated into a computer programming curriculum. TeamTreehouse.com should be placed prior to the CoderBytes.com in our scope and sequence.

Dr. Tran stated he frequently uses StackOverflow.com as a resource but it would not be appropriate for entry level computer programmers. He said he visits the site on almost a daily basis. StackOverflow.com is an online forum where computer programmers request and offer help regarding their computer programming projects. Most of the problems presented are from computer programmers in college programs or working in the field of computer programming. He said it provides excellent advice and suggestions on how to solve a variety of computer programming problems and some advice and knowledge could be obtained from StackOverflow.com by our students who have some experience programming.

A significant portion of our curriculum has been developed and the parts that have not been completely developed will be completed by January 1, 2016 or earlier. Academic Opportunities Academy believes it is best to let the New Mexico Public Education Department and the New Mexico Public Education Commissioners view our curriculum as complete as we can make it by the application due date.

## **Computer Graphics and Computer Art**

Computer Graphics and Computer Art is a year-long introductory course in computer generated art (also known as imaging). Computers, along with digital cameras, are the main art mediums. Utilizing the Elements of Art and Principles of Design, students will develop visual literacy skills, and a multicultural understanding of their place in art history. They will learn Adobe Photoshop, Adobe Illustrator, and other software programs. Upon completion of the course, students will have created a digital portfolio.

## **Computer Programming Enrichment Program**

Code.org

Code.org offers a great introduction into computer programming. They use drag and drop programming which allows students to program without worrying about entering their code exactly.

Khan Academy

Computer Science

Computer Programming

Although Khan Academy offers computer programming in JavaScript rather than Python we think Khan Academy is an excellent starting point for teaching students the basic concepts of computer programming.

### **Team Treehouse**

<https://teamtreehouse.com>

Team Treehouse offers videos, quizzes and projects to learn computer programming in a variety of computer programming languages. Treehouse's unique online teaching style makes learning easy for everyone. Treehouse prepares students for jobs or to improve their existing skills. Courses are available from introductory to advance. They use a real-world approach to projects helps you solidify the skills needed to survive in the modern job market.

<http://coderbyte.com/>

This web site offers short problems for computer programmers to solve in less than 20 minutes. The problems presented are similar to those employers use to test a programmer during the hiring process.

<http://stackoverflow.com/>

This web site permits students to post questions to their web site so the computer programming community can answer those questions. Students who are getting proficient can help other programming students by answering posted questions.

### **Additional Computer Programming Online Resources**

From the book Learn Python the Hard Way Third Edition by Zed. A Shaw has recommendations for additional study which are included below.

Python has no certifications but Django does and from what I understand Python and Django are similar or incorporate parts from each other, <https://docs.djangoproject.com/en/1.4/intro/tutorial01> and <https://www.djangoproject.com>.

For those who are interested in science, math and engineering applications using Python please refer to <http://dexy.it>.

For those who are interested in games using Python please refer to <http://www.pygame.org/news.html>.

Pandas is used for data manipulation and analysis and please refer to their website <http://pandas.pydata.org>.

The Natural Language Tool Kit is used to analyze written text and creating spam filters, and chat bots. Their website is <http://nltk.org>.

To learn the client side of Python please refer to <http://docs.python-requests.org/en/latest/index.html>.

SimpleCV is an open source framework for building computer vision applications. With it, you get access to several high-powered computer vision libraries such as OpenCV – without having to first learn about bit depths, file formats, color spaces, buffer management, eigenvalues, or matrix versus bitmap storage. Please refer to their website <http://simplecv.org>.

I have just learned about web scraping where information is obtained from web sites. Scrapy's website is <http://scrapy.org>. Google and Yahoo are not the only ones who can spider a web site, everyone can.

For those who wish to write 3D games refer to their website <http://www.panda3d.org>.

Kivy runs on Linux, Windows, OS X, Android and iOS. You can run the same code on all supported platforms.

It can use natively most inputs, protocols and devices including WM\_Touch, WM\_Pen, Mac OS X Trackpad and Magic Mouse, Mtdev, Linux Kernel HID, TUIO. A multi-touch mouse simulator is included. Please refer to their website <http://kivy.org>.

Sci-Kit-Learn is used for machine learning applications. Please refer to their website <http://scikit-learn.org/stable>.

Ren'Py is used for creating interactive fiction games. Ren'Py is a visual novel engine – used by hundreds of creators from around the world – that helps you use words, images, and sounds to tell interactive stories that run on computers and mobile devices. These can be both visual novels and life simulation games. The easy to learn script language allows anyone to efficiently write large visual novels, while its Python scripting is enough for complex simulation games. Please refer to their website <http://www.renpy.org>.

There are many other sources of computer programming instruction available on the web such as the resources found on the following web site <http://thenextweb.com/dd/2012/10/21/so-you-want-to-be-a-programmer-huh-heres-25-ways-to-learn-online/>.

### **First Time Freshmen**

You are eligible for regular admission to NMSU if you are a graduate of an accredited high school, have met the minimum high school course requirements listed below and meet one of the following GPA (grade point average)/test score requirements.

#### **Minimum high school course requirements**

Course	Units
English	4 units*
Mathematics	3 units**
Science	3 units***
Foreign Languages or Fine Arts	1 unit

\*Must include at least 2 units of composition, one of which must be a junior- or senior-level course.

\*\*From Algebra I, algebra II, geometry, trigonometry or advanced math.

\*\*\*Beyond general science, preferably lab sciences.

For students graduating high school in 2016 or later, see [NMSU's new minimum high school course requirements](#).

## Health

### Course Overview

Everyone needs to take care of their body, but we aren't necessarily born with the knowledge of how to go about it. It's important to invest time and energy into understanding what it means to be healthy. There are many activities you can engage in which are dangerous for your long-term health, so you need to know how to identify and avoid these activities. It's also important to identify lifestyles which will lead to a longer, more enjoyable life. This course will guide you through lifestyle choices you will make which will ultimately impact your life in meaningful ways.

### Course Goals

By the end of this course, you will be able to do the following:

- Identify characteristics of a healthy diet.
- Describe the relationship between dietary guidelines, foods, and serving sizes.
- Identify the relationship between nutrition and chronic disease.
- Describe the benefits of physical activity.
- Explain the relationship between a sedentary lifestyle and chronic diseases.
- Develop strategies for preventing disease and injury.
- Evaluate the effect that peer pressure has on teenagers.
- Evaluate the physical, emotional, and social benefits of health sexual practices, including abstinence.
- Analyze the harmful effects of using dietary supplements and steroids.
- Describe the benefits of medicines and the risks involved in the misuse of them.
- Identify types of mental and emotional health issues.

### General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Understand the basics of spreadsheet software, such as Microsoft Excel or Google Spreadsheets, but having prior computing experience is not necessary.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.



For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.

## Credit Value

Health is a 0.5-credit course.

## Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft Excel or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

### Unit 1: Personal Health, Nutrition, and Fitness

In this unit, you will learn about the important role that you play in maintaining your health. You will understand how diet and exercise and the choices that you make have a significant impact on your health and well-being.

Day	Activity / Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
3 days: 2–4	<b>Your Lifestyle and Your Health</b> <i>Characterize behaviors and lifestyle choices that enhance or hinder your health.</i>	Tutorial
2 days: 5–6	<b>Your Role in Maintaining Your Health</b> <i>Describe your personal role in maintaining health throughout your life.</i>	Exploration
3 days: 7–9	<b>Guidelines for a Healthy Diet</b> <i>Identify characteristics of the MyPlate Food Guidance System.</i>	Tutorial

3 days: 10–12	<b>Dietary Guidelines and Nutritional Facts</b> <i>Describe the relationship between dietary guidelines, food groups, nutrients, and serving sizes, and interpret nutrition facts labels.</i>	Tutorial
2 days: 13–14	<b>Nutrition and Chronic Diseases</b> <i>Identify the relationship between nutrition and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.</i>	Tutorial
2 days: 15–16	<b>Individual Caloric and Nutritional Needs</b> <i>Compare and contrast caloric and nutritional needs for people of different genders, activity levels, and stages of life, and describe the effects of too many or too few calories in a diet.</i>	Exploration
2 days: 17–18	<b>Benefits of Physical Activity</b> <i>Describe the benefits of physical activity, including strength, endurance, and flexibility exercises.</i>	Tutorial
2 days: 19–20	<b>Sedentary Lifestyle and Chronic Diseases</b> <i>Explain the relationship between a sedentary lifestyle and chronic diseases such as high cholesterol, high blood pressure, cardiovascular disease, and type 2 diabetes.</i>	Tutorial
1 day: 21	<b>Posttest—Unit 1</b>	Assessment

## Unit 2: Preventing Disease and Injury

In this unit, you will learn how to minimize accidents and illnesses which can threaten your health in a variety of situations. You will also learn what to do in an emergency and how to treat certain diseases should you become sick.

Day	Activity / Objective	Type
5 days: 22–26	<b>Immunity and Preventing Disease</b> <i>Investigate the causes and symptoms of communicable and non-communicable diseases, including the identification of pathogens that cause them, and identify means of treating and preventing them.</i>	Courseware
3 days: 27–29	<b>Lifesaving and Emergency Care Procedures</b> <i>Describe procedures for emergency care and lifesaving.</i>	Tutorial



3 days: 30–32	<b>Strategies for Preventing Accidents</b> <i>Develop a list of accident-prevention strategies for a variety of circumstances, including sports, social events, and motor vehicle-related situations.</i>	Exploration
1 day: 33	<b>Posttest—Unit 2</b>	Assessment

### Unit 3: Growth, Development, and Sexuality

In this unit, you will learn about human reproduction, growth, and the importance of safe sexual practices which contribute to your physical, emotional, and social well-being. You'll also study some family planning strategies.

Day	Activity / Objective	Type
4 days: 34–37	<b>Human Reproduction and Development</b> <i>Describe the growth and development of human cells, the process of reproduction, and the stages of development from conception to adulthood.</i>	Courseware
3 days: 38–40	<b>Benefits of Healthy Sexual Practices</b> <i>Evaluate the physical, emotional, and social benefits of healthy sexual practices, including abstinence.</i>	Exploration
3 days: 41–43	<b>Peer Pressure and Sexual Activity</b> <i>Evaluate the effect that peer pressure has on teenagers with regard to sexual activity.</i>	Exploration
3 days: 44–46	<b>Family Planning Strategies</b> <i>Describe and evaluate family planning strategies.</i>	Exploration
1 day: 47	<b>Posttest—Unit 3</b>	Assessment

## Unit 4: Substance Abuse

In this unit, you will study the negative effects that alcohol, tobacco, and other drugs have on your health. You will differentiate between the benefits of medicine and the risks involved in the abuse of legal and illegal drugs. You'll also learn ways to cope with peer pressure and where to go for help with substance abuse.

Day	Activity / Objective	Type
2 days: 48–49	<b>Health Effects of Using Alcohol, Tobacco, and Other Drugs</b> <i>Explain the impact of alcohol, tobacco, and other drug use on one's behavior, brain chemistry, and ability to function.</i>	Exploration
2 days: 50–51	<b>Harmful Effects of Dietary Supplements and Anabolic Steroids</b> <i>Analyze the harmful effects of using dietary supplements and anabolic steroids.</i>	Tutorial
3 days: 52–54	<b>Effects of Medicines and Illegal Substances</b> <i>Describe the benefits of medicines and the risks involved in the misuse and abuse of legal and illegal drugs.</i>	Tutorial
3 days: 55–57	<b>Peer Pressure and Substance Abuse</b> <i>Evaluate the effect that peer pressure has on teenagers with regard to substance abuse.</i>	Exploration
2 days: 58–59	<b>Sources of Help for Substance Abuse</b> <i>Identify sources of help for substance abuse.</i>	Exploration
1 day: 60	<b>Posttest—Unit 4</b>	Assessment

## Unit 5: Mental Health and Community Health Issues

In this unit, you will learn how to identify mental and emotional health issues, such as stress and depression, and how you can cope with them. You will also understand your role as a consumer of healthcare products and services in your community. Finally, you'll see ways that the environment influences the health of individuals and society.

Day	Activity / Objective	Type
2 days: 61–62	<b>Stress and Health</b> <i>Weigh the importance of managing stress to maintain health.</i>	Tutorial
2 days: 63–64	<b>Depression</b> <i>Outline the definition, causes, and management of depression.</i>	Tutorial
2 days: 65–66	<b>Mental and Emotional Health Issues</b> <i>Identify types of mental and emotional health issues.</i>	Tutorial
2 days: 67–68	<b>Maintaining Your Mental and Emotional Health</b> <i>Identify sources of help for mental and emotional health issues, and construct strategies for attaining and maintaining mental and emotional health.</i>	Exploration
2 days: 69–70	<b>Strategies for Effective Communication</b> <i>Learn how to build and maintain healthy relationships through communication.</i>	Tutorial
2 days: 71–72	<b>Public Health Policies</b> <i>Explore how to research, evaluate, and advocate for public health policies that influence good health and disease prevention.</i>	Exploration
3 days: 73–75	<b>Judging the Validity of Health Products and Services</b> <i>Critique the validity of products and services that claim to enhance health.</i>	Exploration
3 days: 76–78	<b>Healthcare Services</b> <i>Learn about features of the healthcare system and how to access health services in your community.</i>	Tutorial
3 days: 79–81	<b>Influences of the Environment on Health</b> <i>Assess ways in which the environment influences the health of individuals and the community.</i>	Tutorial
1 day: 82	<b>Posttest—Unit 5</b>	Assessment



## Health Course Project

In this course project, you will take an active role in understanding and minimizing the impact that stress has on your physical, mental, and emotional well-being.

Day	Activity / Objective	Type
5 days: 83–87	<b>Course Project: Stress and Health</b> <i>Weigh the importance of managing stress to maintain health.</i>	Tutorial
1 day: 88	<b>Semester Review</b>	
2 days: 89–90	<b>End-of-Semester Test</b>	Assessment



# **The Correlation of PLATO® Curricula to Next Generation Science Standards: Middle School Structure, Function, and Information Processing; Growth, Development, and Reproduction of Organisms Matter and Energy in Organisms and Ecosystems; Natural Selection and Adaptations; Engineering Design**

June 05, 2013

## **INTRODUCTION**

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Next Generation Science Standards: Life Sciences, Middle School, Life Sciences.

URL: [http://www.nextgenscience.org/sites/ngss/files/Topic%20Arranged%20Standards-%20Public%20Release\\_0.pdf](http://www.nextgenscience.org/sites/ngss/files/Topic%20Arranged%20Standards-%20Public%20Release_0.pdf).

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The following PLATO Courses were used in this correlation report:

**PLATO® Course Life Science, Semester A v2.0**

**PLATO® Course Life Science, Semester B v2.0**

PLATO Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

## Life Sciences

### Structure, Function, and Information Processing

**MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.**

PLATO Course Life Science, Semester A v2.0

Unit 2 - Cells: The Basis for Life

What is Life? (with Assessments)

The Chemistry of Living Cells (with Assessments)

Similarities in Cell Structures and Functions (with Assessments)

Differences and Specialization in Cells (with Assessments)

Cellular Processes (with Assessments)

Sickle Cell Anemia

Life Is in the Blood

Growing Hair

Cell Division

Unit 3 - Structure and Function in Living Organisms

Levels of Organization (with Assessments)

Structure and Function of Tissues and Organs (with Assessments)

Organ Systems (with Assessments)

Unit 4 - Classification and Diversity of Life

Bacteria, Protists, and Fungi (with Assessments)

The Animal Kingdom (with Assessments)

Exploring Vertebrates (with Assessments)

PLATO Course Life Science, Semester B v2.0

Unit 3 - Human Health and Reproduction

Immunity and Preventing Disease (with Assessments)

**MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.**

PLATO Course Life Science, Semester A v2.0

Unit 2 - Cells: The Basis for Life

What is Life? (with Assessments)

Similarities in Cell Structures and Functions (with Assessments)

Differences and Specialization in Cells (with Assessments)

Cellular Processes (with Assessments)

Cell Division

Unit 4 - Classification and Diversity of Life

Bacteria, Protists, and Fungi (with Assessments)

The Animal Kingdom (with Assessments)

Exploring Vertebrates (with Assessments)

PLATO Course Life Science, Semester B v2.0

Unit 1 - Genetics and Heredity

Genes and Traits (with Assessments)

Unit 3 - Human Health and Reproduction



Immunity and Preventing Disease (with Assessments)

**MS-LSI-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.**

PLATO Course Life Science, Semester A v2.0

Unit 2 - Cells: The Basis for Life

Differences and Specialization in Cells (with Assessments)

Unit 3 - Structure and Function in Living Organisms

Levels of Organization (with Assessments)

Structure and Function of Tissues and Organs (with Assessments)

Organ Systems (with Assessments)

Unit 4 - Classification and Diversity of Life

The Animal Kingdom (with Assessments)

**MS-LSI-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.**

PLATO Course Life Science, Semester A v2.0

Unit 3 - Structure and Function in Living Organisms

Structure and Function of Tissues and Organs (with Assessments)

Organ Systems (with Assessments)

### **Matter and Energy in Organisms and Ecosystems**

**MS-LSI-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.**

PLATO Course Life Science, Semester A v2.0

Unit 2 - Cells: The Basis for Life

Differences and Specialization in Cells (with Assessments)

Cellular Processes (with Assessments)

Unit 4 - Classification and Diversity of Life

The Plant Kingdom (with Assessments)

PLATO Course Life Science, Semester B v2.0

Unit 2 - Organisms and Their Environment

Living with the Environment (with Assessments)

Flow of Energy and Matter in Nature (with Assessments)

Biomes and Biodiversity (with Assessments)

Interdependence of Life

**MS-LSI-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.**

PLATO Course Life Science, Semester A v2.0

Unit 2 - Cells: The Basis for Life

The Chemistry of Living Cells (with Assessments)

- Cellular Processes (with Assessments)
- PLATO Course Life Science, Semester B v2.0
  - Unit 2 - Organisms and Their Environment
    - Living with the Environment (with Assessments)
    - Flow of Energy and Matter in Nature (with Assessments)
  - Unit 3 - Human Health and Reproduction
    - Childhood Obesity

**MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.**

- PLATO Course Life Science, Semester B v2.0
  - Unit 2 - Organisms and Their Environment
    - Living with the Environment (with Assessments)
    - Biomes and Biodiversity (with Assessments)
    - The Environment and You

**MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.**

- PLATO Course Life Science, Semester B v2.0
  - Unit 2 - Organisms and Their Environment
    - Flow of Energy and Matter in Nature (with Assessments)
    - Biomes and Biodiversity (with Assessments)
    - Interdependence of Life

**MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.**

- PLATO Course Life Science, Semester B v2.0
  - Unit 2 - Organisms and Their Environment
    - Living with the Environment (with Assessments)
    - Flow of Energy and Matter in Nature (with Assessments)

### **Interdependent Relationships in Ecosystems**

**MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.**

- PLATO Course Life Science, Semester B v2.0
  - Unit 2 - Organisms and Their Environment
    - Living with the Environment (with Assessments)
    - Flow of Energy and Matter in Nature (with Assessments)
  - Unit 4 - Change Over Time
    - Biotic and Abiotic Factors

**MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.**



PLATO Course Life Science, Semester B v2.0

Unit 2 - Organisms and Their Environment

Maintaining Conditions for Life (with Assessments)

Biomes and Biodiversity (with Assessments)

Unit 4 - Change Over Time

Evolution and Natural Selection (with Assessments)

### **Natural Selection and Adaptations**

**MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.**

PLATO Course Life Science, Semester B v2.0

Unit 4 - Change Over Time

Fossils and the Geologic Time Scale (with Assessments)

Evolution and Natural Selection (with Assessments)

**MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.**

PLATO Course Life Science, Semester A v2.0

Unit 4 - Classification and Diversity of Life

Classifying Life (with Assessments)

Exploring Vertebrates (with Assessments)

PLATO Course Life Science, Semester B v2.0

Unit 4 - Change Over Time

Fossils and the Geologic Time Scale (with Assessments)

Evolution and Natural Selection (with Assessments)

**MS-LS4-3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.**

PLATO Course Life Science, Semester A v2.0

Unit 2 - Cells: The Basis for Life

Differences and Specialization in Cells (with Assessments)

Unit 3 - Structure and Function in Living Organisms

Organ Systems (with Assessments)

Unit 4 - Classification and Diversity of Life

The Plant Kingdom (with Assessments)

The Animal Kingdom (with Assessments)

PLATO Course Life Science, Semester B v2.0

Unit 3 - Human Health and Reproduction

Human Reproduction and Development (with Assessments)

**MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.**

PLATO Course Life Science, Semester A v2.0

Unit 2 - Cells: The Basis for Life

Cellular Processes (with Assessments)

Unit 4 - Classification and Diversity of Life

The Plant Kingdom (with Assessments)

Exploring Vertebrates (with Assessments)

PLATO Course Life Science, Semester B v2.0

Unit 1 - Genetics and Heredity

Genes and Traits (with Assessments)

Heredity (with Assessments)

Genetic Variation and Biotechnology (with Assessments)

Unit 2 - Organisms and Their Environment

Maintaining Conditions for Life (with Assessments)

Living with the Environment (with Assessments)

Biomes and Biodiversity (with Assessments)

Unit 3 - Human Health and Reproduction

Human Reproduction and Development (with Assessments)

Unit 4 - Change Over Time

Fossils and the Geologic Time Scale (with Assessments)

Evolution and Natural Selection (with Assessments)

**MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.**

PLATO Course Life Science, Semester A v2.0

Unit 4 - Classification and Diversity of Life

Classifying Life (with Assessments)

PLATO Course Life Science, Semester B v2.0

Unit 1 - Genetics and Heredity

Heredity (with Assessments)

Unit 4 - Change Over Time

Fossils and the Geologic Time Scale (with Assessments)

Evolution and Natural Selection (with Assessments)

### **Growth, Development, and Reproduction of Organisms**

**MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.**

PLATO Course Life Science, Semester A v2.0

Unit 2 - Cells: The Basis for Life



- Differences and Specialization in Cells (with Assessments)
- Cellular Processes (with Assessments)
- Asexual vs. Sexual Reproduction
- Cell Division

- Unit 4 - Classification and Diversity of Life
  - The Plant Kingdom (with Assessments)
  - Exploring Vertebrates (with Assessments)
  - Life Cycle of the Butterfly

PLATO Course Life Science, Semester B v2.0

- Unit 1 - Genetics and Heredity
  - Genes and Traits (with Assessments)
  - Heredity (with Assessments)
  - Genetic Variation and Biotechnology (with Assessments)

- Unit 2 - Organisms and Their Environment
  - Maintaining Conditions for Life (with Assessments)
  - Living with the Environment (with Assessments)
  - Biomes and Biodiversity (with Assessments)

- Unit 3 - Human Health and Reproduction
  - Immunity and Preventing Disease (with Assessments)

- Unit 4 - Change Over Time
  - Fossils and the Geologic Time Scale (with Assessments)
  - Evolution and Natural Selection (with Assessments)

**MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.**

PLATO Course Life Science, Semester A v2.0

- Unit 2 - Cells: The Basis for Life
  - Cellular Processes (with Assessments)
  - Asexual vs. Sexual Reproduction
  - Sickle Cell Anemia

- Unit 4 - Classification and Diversity of Life
  - The Animal Kingdom (with Assessments)
  - Exploring Vertebrates (with Assessments)
  - Life Cycle of the Butterfly

PLATO Course Life Science, Semester B v2.0

- Unit 1 - Genetics and Heredity
  - Genes and Traits (with Assessments)
  - Heredity (with Assessments)
  - Genetic Variation and Biotechnology (with Assessments)

- Unit 2 - Organisms and Their Environment
  - Flow of Energy and Matter in Nature (with Assessments)

- Unit 3 - Human Health and Reproduction
  - Immunity and Preventing Disease (with Assessments)
  - Human Reproduction and Development (with Assessments)

- Unit 4 - Change Over Time

Fossils and the Geologic Time Scale (with Assessments)  
Evolution and Natural Selection (with Assessments)

**MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.**

PLATO Course Life Science, Semester B v2.0

Unit 1 - Genetics and Heredity

Genes and Traits (with Assessments)

Heredity (with Assessments)

Genetic Variation and Biotechnology (with Assessments)

Unit 4 - Change Over Time

Evolution and Natural Selection (with Assessments)

**MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.**

PLATO Course Life Science, Semester A v2.0

Unit 2 - Cells: The Basis for Life

The Chemistry of Living Cells (with Assessments)

Similarities in Cell Structures and Functions (with Assessments)

Cellular Processes (with Assessments)

Asexual vs. Sexual Reproduction

Unit 4 - Classification and Diversity of Life

The Animal Kingdom (with Assessments)

Exploring Vertebrates (with Assessments)

Life Cycle of the Butterfly

PLATO Course Life Science, Semester B v2.0

Unit 1 - Genetics and Heredity

Genes and Traits (with Assessments)

Heredity (with Assessments)

Unit 3 - Human Health and Reproduction

Human Reproduction and Development (with Assessments)

Unit 4 - Change Over Time

Evolution and Natural Selection (with Assessments)

**MS-LS4-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.**

PLATO Course Life Science, Semester B v2.0

Unit 1 - Genetics and Heredity

Genetic Variation and Biotechnology (with Assessments)

**Engineering Design**



**MS-ETSI-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.**

PLATO Course Life Science, Semester A v2.0

Unit 1 - Scientific Inquiry

Defending Your Answer

PLATO Course Life Science, Semester B v2.0

Unit 2 - Organisms and Their Environment

Planes, Trains, and Automobiles

**MS-ETSI-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.**

PLATO Course Life Science, Semester B v2.0

Unit 2 - Organisms and Their Environment

Biomes and Biodiversity (with Assessments)

Planes, Trains, and Automobiles

The Environment and You

PLATO Course Life Science, Semester A v2.0

Unit 1 - Scientific Inquiry

Defending Your Answer

**MS-ETSI-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.**

PLATO Course Life Science, Semester A v2.0

Unit 1 - Scientific Inquiry

Data Organization

Repeated Trials

**MS-ETSI-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.**

PLATO Course Life Science, Semester A v2.0

Unit 1 - Scientific Inquiry

Data Organization

Defending Your Answer

The Effect of Water on Plant Growth

Experimental Errors

Line Graphs

Mendelian Genetics

Metric System

Phototropism



## Repeated Trials



# **The Correlation of PLATO® Curricula to Next Generation Science Standards**

## **Physical Sciences**

June 19, 2013

### **INTRODUCTION**

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## Physical Sciences

### Structure and Properties of Matter

**MS-PSI-1. Develop models to describe the atomic composition of simple molecules and extended structures.**

PLATO Course Physical Science, Semester A v2.0

Unit 1 - Properties and Structures of Matter

Atoms, Elements, Compounds and Mixtures (with Assessments)

States of Matter (with Assessments)

The Periodic Table (with Assessments)

Unit 2 - Chemistry Fundamentals

Bonding and Types of Compounds (with Assessments)

**MS-PSI-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.**

PLATO Course Physical Science, Semester B v2.0

Unit 1 - Energy and Its Applications

Properties and Sources of Energy (with Assessments)

Power Consumption

**MS-PSI-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.**

PLATO Course Physical Science, Semester A v2.0

Unit 1 - Properties and Structures of Matter

States of Matter (with Assessments)

Mathematical Expression: Volume

Mathematical Expression: Density

Unit 2 - Chemistry Fundamentals

Chemical Reactions (with Assessments)

Controls and Variables

PLATO Course Physical Science, Semester B v2.0

Unit 1 - Energy and Its Applications

Properties and Sources of Energy (with Assessments)

Heat (with Assessments)

Power Consumption

### Chemical Reactions

**MS-PSI-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.**

PLATO Course Physical Science, Semester A v2.0

Unit 1 - Properties and Structures of Matter

Physical and Chemical Properties of Matter (with Assessments)

Mathematical Expression: Volume



Mathematical Expression: Density

Unit 2 - Chemistry Fundamentals

Chemical Reactions (with Assessments)

Controls and Variables

PLATO Course Physical Science, Semester B v2.0

Unit 1 - Energy and Its Applications

Properties and Sources of Energy (with Assessments)

**MS-PSI-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.**

PLATO Course Physical Science, Semester A v2.0

Unit 1 - Properties and Structures of Matter

Atoms, Elements, Compounds and Mixtures (with Assessments)

Physical and Chemical Properties of Matter (with Assessments)

The Periodic Table (with Assessments)

Mathematical Expression: Volume

Mathematical Expression: Density

Unit 2 - Chemistry Fundamentals

Bonding and Types of Compounds (with Assessments)

Chemical Reactions (with Assessments)

Controls and Variables

**MS-PSI-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.**

PLATO Course Physical Science, Semester A v2.0

Unit 1 - Properties and Structures of Matter

States of Matter (with Assessments)

Unit 2 - Chemistry Fundamentals

Chemical Reactions (with Assessments)

PLATO Course Physical Science, Semester B v2.0

Unit 1 - Energy and Its Applications

Properties and Sources of Energy (with Assessments)

Heat (with Assessments)

Power Consumption

## **Forces and Interactions**

**MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.**

PLATO Course Physical Science, Semester B v2.0

Unit 2 - Forces and Motion

Motion (with Assessments)

Newton's Laws: Forces and Motion (with Assessments)

Frame of Reference and Reference Directions

Mathematical Expression: Speed

Linear vs. Nonlinear Data

Types of Forces

Balanced and Unbalanced Forces

PLATO Course Physical Science, Semester A v2.0

Unit 1 - Properties and Structures of Matter

Mathematical Expression: Force

**MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.**

PLATO Course Physical Science, Semester B v2.0

Unit 1 - Energy and Its Applications

Properties and Sources of Energy (with Assessments)

Electricity, Circuits, and Power (with Assessments)

The Behavior of Sound and Light (with Assessments)

Unit 2 - Forces and Motion

Motion (with Assessments)

Newton's Laws: Forces and Motion (with Assessments)

Frame of Reference and Reference Directions

Mathematical Expression: Speed

Linear vs. Nonlinear Data

Types of Forces

Balanced and Unbalanced Forces

PLATO Course Physical Science, Semester A v2.0

Unit 1 - Properties and Structures of Matter

Mathematical Expression: Force

**MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.**

PLATO Course Physical Science, Semester A v2.0

Unit 2 - Chemistry Fundamentals

Bonding and Types of Compounds (with Assessments)

Mixtures and Solutions (with Assessments)

Chemical Reactions (with Assessments)

PLATO Course Physical Science, Semester B v2.0

Unit 1 - Energy and Its Applications

Properties and Sources of Energy (with Assessments)

Electricity, Circuits, and Power (with Assessments)

Magnetism and Electromagnetism (with Assessments)

Properties of Sound and Light (with Assessments)

The Behavior of Sound and Light (with Assessments)

Unit 2 - Forces and Motion

Types of Forces

**MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.**



PLATO Course Physical Science, Semester A v2.0

Unit 1 - Properties and Structures of Matter

Understanding and Measuring Matter (with Assessments)

Atoms, Elements, Compounds and Mixtures (with Assessments)

Mathematical Expression: Force

Unit 2 - Chemistry Fundamentals

Bonding and Types of Compounds (with Assessments)

Mixtures and Solutions (with Assessments)

Chemical Reactions (with Assessments)

PLATO Course Physical Science, Semester B v2.0

Unit 1 - Energy and Its Applications

Properties and Sources of Energy (with Assessments)

Electricity, Circuits, and Power (with Assessments)

Magnetism and Electromagnetism (with Assessments)

Unit 2 - Forces and Motion

Newton's Laws: Forces and Motion (with Assessments)

Work and Simple Machines (with Assessments)

Frame of Reference and Reference Directions

Types of Forces

Balanced and Unbalanced Forces

**MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.**

PLATO Course Physical Science, Semester B v2.0

Unit 1 - Energy and Its Applications

Electricity, Circuits, and Power (with Assessments)

Magnetism and Electromagnetism (with Assessments)

Unit 2 - Forces and Motion

Types of Forces

**Energy**

**MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.**

PLATO Course Physical Science, Semester A v2.0

Unit 1 - Properties and Structures of Matter

States of Matter (with Assessments)

Mathematical Expression: Force

Unit 2 - Chemistry Fundamentals

Controls and Variables

PLATO Course Physical Science, Semester B v2.0

Unit 1 - Energy and Its Applications

Properties and Sources of Energy (with Assessments)

Heat (with Assessments)

Unit 2 - Forces and Motion

Motion (with Assessments)

Newton's Laws: Forces and Motion (with Assessments)

Work and Simple Machines (with Assessments)

Frame of Reference and Reference Directions

Types of Forces

Balanced and Unbalanced Forces

**MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.**

PLATO Course Physical Science, Semester B v2.0

Unit 1 - Energy and Its Applications

Properties and Sources of Energy (with Assessments)

Electricity, Circuits, and Power (with Assessments)

Power Consumption

**MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.**

PLATO Course Physical Science, Semester A v2.0

Unit 1 - Properties and Structures of Matter

States of Matter (with Assessments)

PLATO Course Physical Science, Semester B v2.0

Unit 1 - Energy and Its Applications

Properties and Sources of Energy (with Assessments)

Heat (with Assessments)

Power Consumption

**MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.**

PLATO Course Physical Science, Semester A v2.0

Unit 1 - Properties and Structures of Matter

Understanding and Measuring Matter (with Assessments)

Physical and Chemical Properties of Matter (with Assessments)

States of Matter (with Assessments)

Mathematical Expression: Force

Unit 2 - Chemistry Fundamentals

Mixtures and Solutions (with Assessments)

Chemical Reactions (with Assessments)

Scientific Method: Effects of Acidity on the Spoilage Rate of Fruit

PLATO Course Physical Science, Semester B v2.0

Unit 1 - Energy and Its Applications

Properties and Sources of Energy (with Assessments)



- Heat (with Assessments)
- Unit 2 - Forces and Motion
  - Newton's Laws: Forces and Motion (with Assessments)
  - Work and Simple Machines (with Assessments)
  - Types of Forces

**MS-PS3-5. Construct, use, and present arguments to support the claim that when the motion energy of an object changes, energy is transferred to or from the object.**

- PLATO Course Physical Science, Semester B v2.0
  - Unit 1 - Energy and Its Applications
    - Properties and Sources of Energy (with Assessments)
    - Heat (with Assessments)
    - Electricity, Circuits, and Power (with Assessments)
    - Magnetism and Electromagnetism (with Assessments)
    - Power Consumption
  - Unit 2 - Forces and Motion
    - Motion (with Assessments)
    - Frame of Reference and Reference Directions
    - Mathematical Expression: Speed
    - Balanced and Unbalanced Forces
- PLATO Course Physical Science, Semester A v2.0
  - Unit 1 - Properties and Structures of Matter
    - Mathematical Expression: Force
  - Unit 2 - Chemistry Fundamentals
    - Controls and Variables

## **Waves and Electromagnetic Radiation**

**MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.**

- PLATO Course Physical Science, Semester B v2.0
  - Unit 1 - Energy and Its Applications
    - Properties and Sources of Energy (with Assessments)
    - Properties of Sound and Light (with Assessments)
    - The Behavior of Sound and Light (with Assessments)

**MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.**

- PLATO Course Physical Science, Semester B v2.0
  - Unit 1 - Energy and Its Applications
    - Properties and Sources of Energy (with Assessments)
    - Properties of Sound and Light (with Assessments)
    - The Behavior of Sound and Light (with Assessments)

**MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information.**

PLATO Course Physical Science, Semester A v2.0

Unit 1 - Properties and Structures of Matter

Atoms, Elements, Compounds and Mixtures (with Assessments)

PLATO Course Physical Science, Semester B v2.0

Unit 1 - Energy and Its Applications

Properties and Sources of Energy (with Assessments)

Magnetism and Electromagnetism (with Assessments)

Properties of Sound and Light (with Assessments)

The Behavior of Sound and Light (with Assessments)

### **Engineering Design**

**MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.**

PLATO Course Physical Science, Semester A v2.0

Unit 2 - Chemistry Fundamentals

Scientific Method: Effects of Acidity on the Spoilage Rate of Fruit

PLATO Course Physical Science, Semester B v2.0

Unit 2 - Forces and Motion

Balanced and Unbalanced Forces

**MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.**

The selected PLATO curriculum does not address this learning expectation.

**MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.**

PLATO Course Physical Science, Semester A v2.0

Unit 1 - Properties and Structures of Matter

Atoms, Elements, Compounds and Mixtures (with Assessments)

Physical and Chemical Properties of Matter (with Assessments)

Unit 2 - Chemistry Fundamentals

Mixtures and Solutions (with Assessments)

**MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.**

PLATO Course Physical Science, Semester B v2.0



Unit 1 - Energy and Its Applications  
Properties and Sources of Energy (with Assessments)  
Properties and Sources of Energy: Application





# **The Correlation of PLATO® Curricula to Next Generation Science Standards**

## **Earth and Space Sciences**

June 19, 2013

### **INTRODUCTION**

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Next Generation Science Standards: Earth and Space Sciences, Middle School, Earth and Space Sciences.  
URL: [http://www.nextgenscience.org/sites/ngss/files/Topic%20Arranged%20Standards-%20Public%20Release\\_0.pdf](http://www.nextgenscience.org/sites/ngss/files/Topic%20Arranged%20Standards-%20Public%20Release_0.pdf).

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO Courses were used in this correlation report:

**PLATO® Course Earth and Space Science, Semester A**  
**PLATO® Course Earth and Space Science, Semester B**

PLATO Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.



## Earth and Space Sciences

### Space Systems

**MS-ESSI-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.**

PLATO Course Earth and Space Science, Semester B

Unit 1: Water in Our World

The Cycle and Movements of Water (with Assessments)

Unit 2: Weather and Atmospheric Process

The Atmosphere (with Assessments)

Weather (with Assessments)

Unit 3: Earth, Space, and the Universe

The Solar System (with Assessments)

The Sun, Earth, and Moon (with Assessments)

Space: Stars, Galaxies, and the Universe (with Assessments)

The Sun, Earth, and Moon: Lesson Activity

**MS-ESSI-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.**

PLATO Course Earth and Space Science, Semester B

Unit 3: Earth, Space, and the Universe

The Solar System (with Assessments)

Space: Stars, Galaxies, and the Universe (with Assessments)

**MS-ESSI-3. Analyze and interpret data to determine scale properties of objects in the solar system.**

PLATO Course Earth and Space Science, Semester A

Unit 1: Looking at Earth's Features

Earth's Composition: Lesson Activity

### History of Earth

**MS-ESSI-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.**

PLATO Course Earth and Space Science, Semester A

Unit 1: Looking at Earth's Features

Earth's Composition: Lesson Activity

Supporting Life: Earth's Surface and Landforms: Lesson Activity

Mapping: Lesson Activity

Unit Activity: Looking at Earth's Features

Unit 2: Energetic Earth

Plate Tectonics and Earth Movements: Lesson Activity

Earthquakes: Lesson Activity

Unit Activity: Energetic Earth

Unit 3: Rocks and Soil

Weathering, Soil, and Erosion: Lesson Activity

Unit Activity: Rocks and Soil

PLATO Course Earth and Space Science, Semester B

Unit 1: Water in Our World

The Cycle and Movement of Water: Lesson Activity

The Oceans: Lesson Activity

Fresh Water: Lesson Activity

Unit Activity: Water in Our World

Unit 2: Weather and Atmospheric Process

The Atmosphere: Lesson Activity

Weather: Lesson Activity

Climate: Lesson Activity

Unit Activity: Weather and Atmospheric Processes

Unit 3: Earth, Space, and the Universe

The Solar System: Lesson Activity

The Sun, Earth, and Moon: Lesson Activity

Space: Stars, Galaxies, and the Universe: Lesson Activity

Unit Activity: Earth, Space, and the Universe

**MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.**

PLATO Course Earth and Space Science, Semester A

Unit 1: Looking at Earth's Features

Supporting Life: Earth's Surface and Landforms (with Assessments)

Unit 2: Energetic Earth

Plate Tectonics and Earth Movements (with Assessments)

Earthquakes (with Assessments)

Plate Tectonics and Earth Movements: Lesson Activity

Earthquakes: Lesson Activity

Unit 3: Rocks and Soil

Rocks and The Rock Cycle (with Assessments)

Weathering, Soil, and Erosion (with Assessments)

Rocks and The Rock Cycle: Lesson Activity

Weathering, Soil, and Erosion: Lesson Activity

Unit Activity: Rocks and Soil

PLATO Course Earth and Space Science, Semester B

Unit 1: Water in Our World

The Oceans (with Assessments)

**MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.**

PLATO Course Earth and Space Science, Semester A

Unit 1: Looking at Earth's Features



- Earth's Composition (with Assessments)
- Supporting Life: Earth's Surface and Landforms (with Assessments)
- Unit 2: Energetic Earth
  - Plate Tectonics and Earth Movements (with Assessments)
  - Earthquakes (with Assessments)
  - Volcanoes (with Assessments)
  - Plate Tectonics and Earth Movements: Lesson Activity
- Unit 3: Rocks and Soil
  - Rocks and The Rock Cycle (with Assessments)
  - Rocks and The Rock Cycle: Lesson Activity
- PLATO Course Earth and Space Science, Semester B
  - Unit 1: Water in Our World
    - The Oceans (with Assessments)
  - Unit 2: Weather and Atmospheric Process
    - Climate (with Assessments)

### **Earth's Systems**

**MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.**

- PLATO Course Earth and Space Science, Semester A
  - Unit 1: Looking at Earth's Features
    - Supporting Life: Earth's Surface and Landforms (with Assessments)
    - Supporting Life: Earth's Surface and Landforms: Lesson Activity
  - Unit 2: Energetic Earth
    - Plate Tectonics and Earth Movements: Lesson Activity
    - Earthquakes: Lesson Activity
    - Volcanoes: Lesson Activity
    - Unit Activity: Energetic Earth
  - Unit 3: Rocks and Soil
    - Weathering, Soil, and Erosion: Lesson Activity
    - Unit Activity: Rocks and Soil
- PLATO Course Earth and Space Science, Semester B
  - Unit 1: Water in Our World
    - The Cycle and Movements of Water (with Assessments)
    - The Cycle and Movement of Water: Lesson Activity
    - The Oceans: Lesson Activity
    - Fresh Water: Lesson Activity
    - Unit Activity: Water in Our World
  - Unit 2: Weather and Atmospheric Process
    - The Atmosphere: Lesson Activity
    - Weather: Lesson Activity
    - Climate: Lesson Activity
    - Unit Activity: Weather and Atmospheric Processes
  - Unit 3: Earth, Space, and the Universe
    - The Solar System: Lesson Activity

The Sun, Earth, and Moon: Lesson Activity

Space: Stars, Galaxies, and the Universe: Lesson Activity

**MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.**

PLATO Course Earth and Space Science, Semester B

Unit 2: Weather and Atmospheric Process

The Atmosphere (with Assessments)

Weather (with Assessments)

Unit 3: Earth, Space, and the Universe

The Solar System (with Assessments)

The Sun, Earth, and Moon (with Assessments)

Space: Stars, Galaxies, and the Universe (with Assessments)

The Sun, Earth, and Moon: Lesson Activity

**MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.**

PLATO Course Earth and Space Science, Semester A

Unit 1: Looking at Earth's Features

Supporting Life: Earth's Surface and Landforms (with Assessments)

Unit 2: Energetic Earth

Plate Tectonics and Earth Movements (with Assessments)

Earthquakes (with Assessments)

Volcanoes (with Assessments)

Plate Tectonics and Earth Movements: Lesson Activity

PLATO Course Earth and Space Science, Semester B

Unit 1: Water in Our World

The Cycle and Movements of Water (with Assessments)

The Oceans (with Assessments)

Fresh Water (with Assessments)

## **Weather and Climate**

**MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.**

PLATO Course Earth and Space Science, Semester B

Unit 2: Weather and Atmospheric Process

The Atmosphere (with Assessments)

Weather (with Assessments)

Weather: Lesson Activity

Unit Activity: Weather and Atmospheric Processes

**MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.**



PLATO Course Earth and Space Science, Semester A

Unit 1: Looking at Earth's Features

Supporting Life: Earth's Surface and Landforms (with Assessments)

PLATO Course Earth and Space Science, Semester B

Unit 1: Water in Our World

The Cycle and Movements of Water (with Assessments)

The Oceans (with Assessments)

Unit 2: Weather and Atmospheric Process

The Atmosphere (with Assessments)

Weather (with Assessments)

Climate (with Assessments)

Unit 3: Earth, Space, and the Universe

The Sun, Earth, and Moon (with Assessments)

**MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.**

PLATO Course Earth and Space Science, Semester B

Unit 2: Weather and Atmospheric Process

The Atmosphere (with Assessments)

Climate (with Assessments)

The Atmosphere: Lesson Activity

Weather: Lesson Activity

## Human Impacts

**MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.**

PLATO Course Earth and Space Science, Semester A

Unit 1: Looking at Earth's Features

Earth's Composition: Lesson Activity

Supporting Life: Earth's Surface and Landforms: Lesson Activity

Mapping: Lesson Activity

Unit Activity: Looking at Earth's Features

Unit 2: Energetic Earth

Plate Tectonics and Earth Movements: Lesson Activity

Earthquakes: Lesson Activity

Unit Activity: Energetic Earth

Unit 3: Rocks and Soil

Weathering, Soil, and Erosion: Lesson Activity

Unit Activity: Rocks and Soil

PLATO Course Earth and Space Science, Semester B

Unit 1: Water in Our World

The Cycle and Movement of Water: Lesson Activity

The Oceans: Lesson Activity

Fresh Water: Lesson Activity

Unit Activity: Water in Our World  
 Unit 2: Weather and Atmospheric Process  
   The Atmosphere: Lesson Activity  
   Weather: Lesson Activity  
   Climate: Lesson Activity  
 Unit Activity: Weather and Atmospheric Processes  
 Unit 3: Earth, Space, and the Universe  
   The Solar System: Lesson Activity  
   The Sun, Earth, and Moon: Lesson Activity  
   Space: Stars, Galaxies, and the Universe: Lesson Activity  
 Unit Activity: Earth, Space, and the Universe

**MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.**

PLATO Course Earth and Space Science, Semester A  
 Unit 1: Looking at Earth's Features  
   Earth's Composition (with Assessments)  
   Supporting Life: Earth's Surface and Landforms (with Assessments)  
   Mapping (with Assessments)  
 Unit 2: Energetic Earth  
   Plate Tectonics and Earth Movements (with Assessments)  
 PLATO Course Earth and Space Science, Semester B  
 Unit 1: Water in Our World  
   The Cycle and Movements of Water (with Assessments)  
   The Oceans (with Assessments)  
   Fresh Water (with Assessments)  
 Unit 2: Weather and Atmospheric Process  
   The Atmosphere (with Assessments)  
   Climate (with Assessments)

**MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.**

PLATO Course Earth and Space Science, Semester B  
 Unit 1: Water in Our World  
   The Oceans (with Assessments)

**Engineering Design**

**MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.**

PLATO Course Earth and Space Science, Semester A  
 Unit 1: Looking at Earth's Features  
   Earth's Composition: Lesson Activity



- Supporting Life: Earth's Surface and Landforms: Lesson Activity
- Mapping: Lesson Activity
- Unit Activity: Looking at Earth's Features
- Unit 2: Energetic Earth
  - Plate Tectonics and Earth Movements: Lesson Activity
  - Earthquakes: Lesson Activity
  - Unit Activity: Energetic Earth
- Unit 3: Rocks and Soil
  - Weathering, Soil, and Erosion: Lesson Activity
  - Unit Activity: Rocks and Soil
- PLATO Course Earth and Space Science, Semester B
- Unit 1: Water in Our World
  - The Cycle and Movement of Water: Lesson Activity
  - The Oceans: Lesson Activity
  - Fresh Water: Lesson Activity
  - Unit Activity: Water in Our World
- Unit 2: Weather and Atmospheric Process
  - The Atmosphere: Lesson Activity
  - Weather: Lesson Activity
  - Climate: Lesson Activity
  - Unit Activity: Weather and Atmospheric Processes
- Unit 3: Earth, Space, and the Universe
  - The Solar System: Lesson Activity
  - The Sun, Earth, and Moon: Lesson Activity
  - Space: Stars, Galaxies, and the Universe: Lesson Activity
  - Unit Activity: Earth, Space, and the Universe

**MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.**

- PLATO Course Earth and Space Science, Semester A
- Unit 1: Looking at Earth's Features
  - Earth's Composition (with Assessments)
  - Earth's Composition: Lesson Activity
  - Supporting Life: Earth's Surface and Landforms: Lesson Activity
  - Mapping: Lesson Activity
  - Unit Activity: Looking at Earth's Features
- Unit 2: Energetic Earth
  - Plate Tectonics and Earth Movements: Lesson Activity
  - Earthquakes: Lesson Activity
  - Unit Activity: Energetic Earth
- Unit 3: Rocks and Soil
  - Weathering, Soil, and Erosion: Lesson Activity
  - Unit Activity: Rocks and Soil
- PLATO Course Earth and Space Science, Semester B

Unit 1: Water in Our World

The Oceans (with Assessments)

Fresh Water (with Assessments)

The Cycle and Movement of Water: Lesson Activity

The Oceans: Lesson Activity

Fresh Water: Lesson Activity

Unit Activity: Water in Our World

Unit 2: Weather and Atmospheric Process

The Atmosphere (with Assessments)

Climate (with Assessments)

The Atmosphere: Lesson Activity

Weather: Lesson Activity

Climate: Lesson Activity

Unit Activity: Weather and Atmospheric Processes

Unit 3: Earth, Space, and the Universe

The Solar System: Lesson Activity

The Sun, Earth, and Moon: Lesson Activity

Space: Stars, Galaxies, and the Universe: Lesson Activity

Unit Activity: Earth, Space, and the Universe

**MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.**

The selected PLATO curriculum does not address this learning expectation.

**MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.**

PLATO Course Earth and Space Science, Semester A

Unit 1: Looking at Earth's Features

Earth's Composition: Lesson Activity

Supporting Life: Earth's Surface and Landforms: Lesson Activity

Mapping: Lesson Activity

Unit Activity: Looking at Earth's Features

Unit 2: Energetic Earth

Plate Tectonics and Earth Movements: Lesson Activity

Earthquakes: Lesson Activity

Unit Activity: Energetic Earth

Unit 3: Rocks and Soil

Weathering, Soil, and Erosion: Lesson Activity

Unit Activity: Rocks and Soil

PLATO Course Earth and Space Science, Semester B

Unit 1: Water in Our World

The Cycle and Movement of Water: Lesson Activity

The Oceans: Lesson Activity  
Fresh Water: Lesson Activity  
Unit Activity: Water in Our World  
Unit 2: Weather and Atmospheric Process  
The Atmosphere: Lesson Activity  
Weather: Lesson Activity  
Climate: Lesson Activity  
Unit Activity: Weather and Atmospheric Processes  
Unit 3: Earth, Space, and the Universe  
The Solar System: Lesson Activity  
The Sun, Earth, and Moon: Lesson Activity  
Space: Stars, Galaxies, and the Universe: Lesson Activity  
Unit Activity: Earth, Space, and the Universe





# **The Correlation of PLATO® Curricula to Common Core State Standards**

## **Grades 6-12**

March 27, 2013

### **INTRODUCTION**

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Common Core State Standards: Grades 6-12, English Language Arts Standards, Grades 6-12.  
URL: <http://www.corestandards.org/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO Courses were used in this correlation report:

**PLATO® Course English 6, Semester A**  
**PLATO® Course English 6, Semester B**

PLATO Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.



## **Grades 6-12**

### **Reading: Literature**

#### **Grade 6**

##### **Key Ideas and Details**

**RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

PLATO Course English 6, Semester B

Writing an Expository Essay

Editing and Publishing

Taking Notes for a Research Report

Writing a Research Report

**RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**

PLATO Course English 6, Semester B

Taking Notes for a Research Report

**RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative

Writing Lab: Myth

Reading a Narrative

Introduction to Myths

Myths as Narratives

##### **Craft and Structure**

**RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.**

PLATO Course English 6, Semester A

Vocabulary in Context

**RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative

Writing Lab: Poems

Reading a Narrative

Introduction to Myths

Elements of Poetry  
Poetry and Figurative Language  
Writing a Poem

**RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.**

PLATO Courses are not available for this learning expectation.

### **Integration of Knowledge and Ideas**

**RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.**

PLATO Course English 6, Semester B  
Persuasive Essays

**RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.**

PLATO Course English 6, Semester B  
Taking Notes for a Research Report

### **Range of Reading and Level of Text Complexity**

**RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6h--8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

PLATO Course English 6, Semester A  
Writing Lab: Poems  
Elements of Poetry

## **Reading: Informational Text**

### **Grade 6**

#### **Key Ideas and Details**

**RI.6.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

PLATO Course English 6, Semester B



Writing an Expository Essay  
Editing and Publishing  
Introduction to Research Reports  
Taking Notes for a Research Report  
Writing a Research Report

**RI.6.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**

PLATO Course English 6, Semester B  
Expository Writing: How-to Paragraph  
Expository Writing: Compare/Contrast  
Expository Essays  
Supporting a Thesis  
Writing an Expository Essay  
Introduction to Research Reports  
Taking Notes for a Research Report  
Writing a Research Report

**RI.6.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**

PLATO Courses are not available for this learning expectation.

#### **Craft and Structure**

**RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**

PLATO Course English 6, Semester A  
Vocabulary in Context

**RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.**

PLATO Courses are not available for this learning expectation.

**RI.6.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**

PLATO Course English 6, Semester B  
Taking Notes for a Research Report

#### **Integration of Knowledge and Ideas**

**RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.**

PLATO Course English 6, Semester B  
Editing and Publishing  
Drafting a Research Report

**RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.**

PLATO Course English 6, Semester B  
Writing an Expository Essay  
Editing and Publishing  
Persuasive Writing  
Publishing a Persuasive Essay  
Taking Notes for a Research Report  
Writing a Research Report

**RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).**

PLATO Courses are not available for this learning expectation.

#### **Range of Reading and Level of Text Complexity**

**RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6--8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

PLATO Course English 6, Semester A  
Writing Lab: Poems  
Elements of Poetry

## **Writing**

### **Grade 6**

#### **Text Types and Purposes**

**W.6.1. Write arguments to support claims with clear reasons and relevant evidence.**

**W.6.1a. Introduce claim(s) and organize the reasons and evidence clearly.**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Introduction to Myths

**W.6.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Introduction to Myths

**W.6.1 c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Introduction to Myths

**W.6.1 d. Establish and maintain a formal style.**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Introduction to Myths

**W.6.1 e. Provide a concluding statement or section that follows from the argument presented.**

PLATO Course English 6, Semester B  
Writing Lab: Research Report  
Writing an Expository Essay  
PLATO Course English 6, Semester A  
Introduction to Writing  
Reading a Narrative II  
Introduction to Myths

**W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

**W.6.2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**

PLATO Course English 6, Semester A  
Writing Lab: Personal Narrative  
Introduction to Writing  
Reading a Narrative II  
Descriptive Writing  
Introduction to Myths  
Myths as Narratives  
PLATO Course English 6, Semester B  
Writing Lab: Expository Essay  
Writing Lab: Persuasive Essay  
Writing Lab: Research Report  
Expository Writing: How-to Paragraph



- Expository Writing: Compare/Contrast
- Expository Essays
- Supporting a Thesis
- Writing an Expository Essay
- Editing and Publishing
- Writing a Letter
- Persuasive Writing
- Persuasive Essays
- Introduction to Research Reports
- Writing a Research Report

**W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

- PLATO Course English 6, Semester B
  - Writing Lab: Expository Essay
  - Writing Lab: Research Report
  - Expository Writing: How-to Paragraph
  - Expository Writing: Compare/Contrast
  - Expository Essays
  - Supporting a Thesis
  - Writing an Expository Essay
  - Persuasive Writing
  - Persuasive Essays
  - Introduction to Research Reports
  - Writing a Research Report
- PLATO Course English 6, Semester A
  - Introduction to Writing

**W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.**

- PLATO Course English 6, Semester B
  - Writing Lab: Expository Essay
  - Writing Lab: Research Report
  - Expository Writing: How-to Paragraph
  - Expository Writing: Compare/Contrast
  - Writing an Expository Essay
  - Editing and Publishing
  - Persuasive Essays
  - Publishing a Persuasive Essay
  - Drafting a Research Report
  - Publishing a Research Report

**W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**

- PLATO Course English 6, Semester A

Poetry and Figurative Language

**W.6.2e. Establish and maintain a formal style.**

PLATO Course English 6, Semester B

Writing Lab: Letter

Writing Lab: Research Report

Supporting a Thesis

**W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.**

PLATO Course English 6, Semester B

Writing Lab: Research Report

Writing an Expository Essay

PLATO Course English 6, Semester A

Introduction to Writing

**W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

**W.6.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative

Writing Lab: Myth

Introduction to Writing

Introduction to Grammar

Reading a Narrative

Reading a Narrative II

Descriptive Writing

Planning a Narrative

Introduction to Myths

Myths as Narratives

Poetry and Figurative Language

PLATO Course English 6, Semester B

Supporting a Thesis

Editing and Publishing

Persuasive Essays

Publishing a Persuasive Essay

Drafting a Research Report

Publishing a Research Report

**W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

PLATO Course English 6, Semester A

- Reading a Narrative
- Reading a Narrative II
- Planning a Narrative
- Introduction to Myths
- Myths as Narratives

**W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.**

- PLATO Course English 6, Semester B
  - Writing Lab: Expository Essay
  - Writing Lab: Research Report
  - Expository Writing: How-to Paragraph
  - Expository Writing: Compare/Contrast
  - Writing an Expository Essay
  - Editing and Publishing
  - Persuasive Essays
  - Publishing a Persuasive Essay
  - Introduction to Research Reports
  - Drafting a Research Report
  - Publishing a Research Report
- PLATO Course English 6, Semester A
  - Reading a Narrative

**W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**

- PLATO Course English 6, Semester A
  - Writing Lab: Personal Narrative
  - Writing Lab: Myth
  - Reading a Narrative
  - Reading a Narrative II
  - Descriptive Writing
  - Planning a Narrative
  - Revising a Personal Narrative
  - Introduction to Myths
  - Myths as Narratives
  - Poetry and Figurative Language
- PLATO Course English 6, Semester B
  - Publishing a Research Report

**W.6.3e. Provide a conclusion that follows from the narrated experiences or events.**

- PLATO Course English 6, Semester B
  - Writing Lab: Research Report
  - Writing an Expository Essay



PLATO Course English 6, Semester A

Introduction to Writing  
Reading a Narrative  
Reading a Narrative II  
Planning a Narrative  
Introduction to Myths  
Myths as Narratives

**Production and Distribution of Writing**

**W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1--3 above.)**

PLATO Course English 6, Semester B

Writing Lab: Expository Essay  
Writing Lab: Letter  
Writing Lab: Research Report  
Supporting a Thesis  
Editing and Publishing  
Writing a Letter II

PLATO Course English 6, Semester A

Introduction to Writing  
Introduction to Grammar

**W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative  
Writing Lab: Myth  
Introduction to Writing  
Planning a Narrative  
Personal Narrative  
Introduction to Myths  
Myths as Narratives  
Publishing a Myth  
Writing a Poem

PLATO Course English 6, Semester B

Writing Lab: Persuasive Essay  
Writing Lab: Research Report  
Expository Writing: How-to Paragraph  
Expository Writing: Compare/Contrast  
Expository Essays  
Supporting a Thesis  
Writing an Expository Essay

- Editing and Publishing
- Writing a Letter II
- Persuasive Essays
- Introduction to Research Reports
- Writing a Research Report
- Publishing a Research Report

**W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.**

- PLATO Course English 6, Semester B
  - Editing and Publishing
  - Writing a Letter II
  - Publishing a Persuasive Essay
  - Introduction to Research Reports
  - Publishing a Research Report
- PLATO Course English 6, Semester A
  - Introduction to Writing
  - Revising a Personal Narrative
  - Publishing a Myth
  - Writing a Poem

#### **Research to Build and Present Knowledge**

**W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**

- PLATO Course English 6, Semester B
  - Writing Lab: Research Report
  - Introduction to Research Reports
  - Taking Notes for a Research Report
- PLATO Course English 6, Semester A
  - Introduction to Grammar

**W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**

- PLATO Course English 6, Semester B
  - Writing Lab: Research Report
  - Editing and Publishing
  - Introduction to Research Reports
  - Taking Notes for a Research Report
  - Writing a Research Report
  - Drafting a Research Report
- PLATO Course English 6, Semester A

#### Introduction to Grammar

**W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

- **W.6.9a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).**

PLATO Course English 6, Semester B  
Writing Lab: Research Report  
Introduction to Research Reports  
PLATO Course English 6, Semester A  
Introduction to Grammar

- **W.6.9b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).**

PLATO Course English 6, Semester B  
Writing Lab: Research Report  
Introduction to Research Reports  
PLATO Course English 6, Semester A  
Introduction to Grammar

#### Range of Writing

**W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

PLATO Course English 6, Semester B  
Writing Lab: Letter  
Writing Lab: Research Report  
Supporting a Thesis

#### Speaking & Listening

##### Grade 6

#### Comprehension and Collaboration

**SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**



**SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**

PLATO Courses are not available for this learning expectation.

**SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.**

PLATO Courses are not available for this learning expectation.

**SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.**

PLATO Courses are not available for this learning expectation.

**SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**

PLATO Course English 6, Semester B  
Editing and Publishing  
Taking Notes for a Research Report

**SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.**

PLATO Courses are not available for this learning expectation.

**SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**

PLATO Course English 6, Semester B  
Persuasive Writing  
Persuasive Essays

### **Presentation of Knowledge and Ideas**

**SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation**

PLATO Course English 6, Semester B  
Expository Essays  
Supporting a Thesis  
Editing and Publishing

**SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**

PLATO Courses are not available for this learning expectation.

**SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

PLATO Course English 6, Semester B

Writing a Letter

Writing a Letter II

Writing a Research Report

PLATO Course English 6, Semester A

Introduction to Writing

## Language

### Grade 6

#### Conventions of Standard English

**L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).**

PLATO Course English 6, Semester A

Myths as Narratives

**L.6.1b. Use intensive pronouns (e.g., myself, ourselves).**

PLATO Course English 6, Semester A

Myths as Narratives

**L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person**

PLATO Course English 6, Semester A

Myths as Narratives

**L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative

Writing Lab: Myth

Reading a Narrative

Revising a Personal Narrative

Myths as Narratives

Publishing a Myth

Writing a Poem

PLATO Course English 6, Semester B  
Writing Lab: Expository Essay  
Editing and Publishing  
Publishing a Persuasive Essay  
Publishing a Research Report

**L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.**

PLATO Course English 6, Semester B  
Editing and Publishing  
Publishing a Persuasive Essay  
Publishing a Research Report  
PLATO Course English 6, Semester A  
Introduction to Writing  
Publishing a Myth  
Writing a Poem

**L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.**

PLATO Course English 6, Semester B  
Writing Lab: Letter  
Writing an Expository Essay  
Writing a Letter  
Writing a Letter II

**L.6.2b. Spell correctly**

PLATO Course English 6, Semester A  
Writing Lab: Personal Narrative  
Writing Lab: Myth  
Introduction to Writing  
Myths as Narratives  
Publishing a Myth  
Writing a Poem  
PLATO Course English 6, Semester B  
Writing Lab: Persuasive Essay  
Writing Lab: Research Report  
Editing and Publishing  
Writing a Letter II  
Persuasive Essays  
Publishing a Research Report

**Knowledge of Language**



**L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style**

PLATO Course English 6, Semester B  
Writing Lab: Research Report  
PLATO Course English 6, Semester A  
Introduction to Writing

**L.6.3b. Maintain consistency in style and tone**

PLATO Course English 6, Semester B  
Persuasive Essays  
Publishing a Persuasive Essay  
Drafting a Research Report

### **Vocabulary Acquisition and Use**

**L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

**L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**

PLATO Course English 6, Semester A  
Vocabulary in Context

**L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).**

PLATO Course English 6, Semester A  
Vocabulary Parts and Origins

**L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

PLATO Course English 6, Semester A  
Introduction to Grammar  
Vocabulary in Context  
Revising a Personal Narrative  
Writing a Poem

**L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**

PLATO Course English 6, Semester A  
Vocabulary in Context

**L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.6.5a. Interpret figures of speech (e.g., personification) in context**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Descriptive Writing  
Personal Narrative  
Revising a Personal Narrative  
Poetry and Figurative Language  
Writing a Poem

**L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.**

PLATO Courses are not available for this learning expectation.

**L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).**

PLATO Course English 6, Semester A  
Vocabulary in Context

**L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

PLATO Course English 6, Semester A  
Vocabulary in Context  
Vocabulary Parts and Origins



# **The Correlation of PLATO® Course to New Mexico Content Standards 2003 (NMCS) Language Arts**

July 30, 2006

## **Introduction**

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO® English 7 Course's instructional activities that correlate to the New Mexico Content Standards 2003, Language Arts. URL: <http://www.nmlites.org/standards/index.html>.

If PLATO Courses are not available for the specific learning expectation, the PWLN Management Tool can incorporate district supplemental materials and websites to address the objective.

The following PLATO® Course was used in this correlation report:

**PLATO® Course English 7, Semester A**  
**PLATO® Course English 7, Semester B**

**PLATO® Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.**

**Real learning. Real results.™**

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**I: Reading and Listening for Comprehension - Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

**Grade 07**

**A. Listen to, read, react to, and interpret information**

**1. Narrate an account (e.g., news story, historical episode) that creates a coherent organizing structure appropriate to purpose, audience, and context and that orients and engages the reader.**

**PLATO Courses are not available for this learning expectation.**

**2. Respond to informational materials that are read, heard, or viewed by:**

summarizing the information

determining the importance of the information

making connections to related topics/information

monitoring comprehension

drawing inferences

generating questions

**PLATO® Course English 7, Semester A**

**Unit 2- Facing Challenges**

**Asking and Answering Questions - Serengeti**

**Unit 3- Human Ingenuity**

**Tracking Your Understanding - Mount Everest**

**Oral and Written Summaries**

**3. Identify the effect of literary devices such as figurative language, diction, dialogue, and description.**

**PLATO® Course English 7, Semester B**

**Unit 1- Poetry Workshop**

**Similies (ERS)**

**Unit 2- Convictions**

**Idioms (ERS)**

**Unit 3- Beyond Stereotypes**

**Authors' Techniques**

**B. Gather and use information for research and other purposes**

**1. Use a variety of resources to express individual perspectives in response to personal, social, cultural, and historical issues.**

**PLATO Courses are not available for this learning expectation.**

**2. Interpret and synthesize information by responding to information that is read, heard, or viewed.**

**PLATO Courses are not available for this learning expectation.**



**3. Develop informational products and/or presentations that cite multiple print and non-print sources by:**

**identifying and using appropriate primary and secondary sources**

**comparing, contrasting, and evaluating information from different sources about the same topic**

**evaluating information for extraneous details, inconsistencies, relevant facts, and organization**

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**

**First Draft**

**PLATO® Course English 7, Semester B**

**Unit 3- Beyond Stereotypes**

**Stereotypes, Biases, and Generalizations**

**Unit 4- Research Project**

**Going Deeper with Your Research**

**Conducting Research**

**4. Examine critical relationships between and among elements of a research topic.**

**PLATO Courses are not available for this learning expectation.**

### **C. Apply critical thinking skills to analyze information**

**1. Use the problem-solving process to refine understanding by:**

**analyzing problems and solutions within various texts and situations**

**utilizing the problem-solving process within various contexts and situations**

**constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details**

**PLATO® Course English 7, Semester A**

**Unit 2- Facing Challenges**

**Asking and Answering Questions - Serengeti**

**Unit 3- Human Ingenuity**

**Tracking Your Understanding - Mount Everest**

**Unit 4- Writer's Workshop**

**First Draft**

**PLATO® Course English 7, Semester B**

**Unit 4- Research Project**

**Asking Research Questions**

**Going Deeper with Your Research**

**2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:**

**stating a firm judgment**

**justifying the judgment with logical, relevant reasons, clear examples, and supporting details**

**creating an organizing structure appropriate to purpose, audience, and context**



**PLATO® Course English 7, Semester A**

**Unit 3- Human Ingenuity**

**Finding What's Important - Chauvet Cave**

**Finding What's Important**

**Finding Main Ideas 1 (ERS)**

**Finding Main Ideas 2 (ERS)**

**3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author's intent.**

**PLATO® Course English 7, Semester B**

**Unit 1- Poetry Workshop**

**Similies (ERS)**

**Unit 3- Beyond Stereotypes**

**Authors' Techniques**

**4. Interpret universal themes, values, and conflicts in a selection.**

**PLATO® Course English 7, Semester A**

**Unit 1- Courage and Survival**

**Themes in Literature**

**D. Demonstrate competence in the skills and strategies of the reading process**

**1. Respond to various texts and literary selections using interpretive and evaluative reading processes by:**

**reading a variety of literary and other texts (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems)**

**analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work**

**analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution**

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**

**Taking Notes**

**2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written.**

**PLATO Courses are not available for this learning expectation.**

**3. Accurately identify author's purpose and perspective.**

**PLATO® Course English 7, Semester B**

**Unit 2- Convictions**

**Author's Purpose**

**Unit 3- Beyond Stereotypes**

**Authors' Techniques**

**4. Use knowledge of context and vocabulary to understand informational text.**

**PLATO® Course English 7, Semester A**

**Unit 3- Human Ingenuity**

**Being a Word Detective (ERS)**





**PLATO® Course English 7, Semester B**  
**Unit 4- Research Project**  
**Word Study**

**2: Writing and Speaking for Expression - Students will communicate effectively through speaking and writing.**

**A. Use speaking as an interpersonal communication tool**

- 1. Choose precise and engaging language, well suited to the topic and audience.**

**PLATO Courses are not available for this learning expectation.**

- 2. Use figurative language and a variety of speech patterns.**

**PLATO® Course English 7, Semester B**  
**Unit 1- Poetry Workshop**  
**Similies (ERS)**

**Unit 2- Convictions**  
**Idioms (ERS)**

- 3. Choose between standard and non-standard English dialects as appropriate for the topic, purpose, and audience.**

**PLATO Courses are not available for this learning expectation.**

- 4. Interact in group discussions by:**

**offering personal opinions confidently without dominating**

**giving valid reasons that support opinions**

**soliciting and considering others' opinions**

**PLATO® Course English 7, Semester B**  
**Unit 3- Beyond Stereotypes**  
**Group Discussions**

- 5. Express individual perspective in response to personal, social, cultural, and historical issues.**

**PLATO Courses are not available for this learning expectation.**

**B. Apply grammatical and language conventions to communicate**

- 1. Place modifiers properly and use the active voice.**

**PLATO Courses are not available for this learning expectation.**

- 10. Analyze the effect on the viewer of images, text, and sound in electronic journalism.**

**PLATO® Course English 7, Semester B**  
**Unit 3- Beyond Stereotypes**  
**Advertising Strategies**

- 11. Provide constructive feedback to a speaker concerning a speech's content, delivery, and overall impact.**

**PLATO Courses are not available for this learning expectation.**

- 12. Proofread, listen to, and monitor self to correct errors.**



**PLATO Courses are not available for this learning expectation.**

- 2. Identify and use infinitives and participles and make clear references between pronouns and antecedents.**

**PLATO Courses are not available for this learning expectation.**

- 3. Identify all parts of speech and types and structure of sentences.**

**PLATO® Course English 7, Semester A**

**Unit 1- Courage and Survival**  
**Choosing "Who" or "That"**

**Unit 2- Facing Challenges**  
**Tenses of Regular Verbs (ERS)**

**Unit 3- Human Ingenuity**  
**Nouns, Verbs, and Pronouns**  
**Adverbs and Adjectives**  
**Prepositions, Conjunctions, and Interjections**

- 4. Punctuate by correctly using hyphens, dashes, brackets, and semicolons.**

**PLATO® Course English 7, Semester B**

**Unit 2- Convictions**  
**Punctuate It!**

- 5. Spell derivatives correctly by applying the spellings of bases and affixes.**

**PLATO® Course English 7, Semester A**

**Unit 1- Courage and Survival**  
**Negative Prefixes (ERS)**  
**Prefixes (ERS)**  
**Prefixes of Number (ERS)**  
**Roots and Affixes**

**PLATO® Course English 7, Semester B**

**Unit 4- Research Project**  
**Spelling Strategies**

- 6. Use a variety of sentences correctly by punctuating them properly and avoiding fragments and run-ons.**

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**  
**Choosing Words Carefully**  
**Varying Your Sentences**

**PLATO® Course English 7, Semester B**

**Unit 2- Convictions**  
**Fixing Sentence Fragments - Prepositional Phrases**

- 7. Apply the parts of speech to clarify language usage.**

**PLATO Courses are not available for this learning expectation.**

- 8. Choose language that is precise, engaging, and well suited to the topic and audience in a variety of oral presentations.**

**PLATO Courses are not available for this learning expectation.**

- 9. Use figurative language and varying speech patterns to convey meaning.**



**PLATO® Course English 7, Semester B**

**Unit 1- Poetry Workshop**

**Similies (ERS)**

**Unit 2- Convictions**

**Idioms (ERS)**

**C. Demonstrate competence in the skills and strategies of the writing process**

1. Express individual perspectives in written response to personal, social, cultural, and historical issues.

**PLATO Courses are not available for this learning expectation.**

2. Differentiate shades of meaning and multiple meanings of words.

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**

**Denotations and Connotations**

**PLATO® Course English 7, Semester B**

**Unit 4- Research Project**

**Word Study**

3. Produce research reports and technical writings that communicate information effectively to a specific audience.

**PLATO Courses are not available for this learning expectation.**

4. Compose a variety of writings that develop sentence fluency to communicate ideas and information clearly using a variety of multimedia technologies.

**PLATO Courses are not available for this learning expectation.**

**3: Literature and Media - Students will use literature and media to develop an understanding of people, societies, and the self.**

**A. Use language, literature, and media to understand various social and cultural perspectives**

1. Identify and analyze recurring themes (e.g., value of bravery, loyalty, friendship) across works from a variety of cultures.

**PLATO® Course English 7, Semester A**

**Unit 1- Courage and Survival**

**Themes in Literature**

2. Analyze themes and central ideas in literature and media in relation to personal issues and experiences.

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**

**Taking Notes**

3. Analyze a range of responses to literary works and determine the extent to which the literary characteristics of a society/culture shaped those responses.

**PLATO Courses are not available for this learning expectation.**

**B. Identify ideas and make connections among literary works**





**1. Identify examples of distortion and stereotype in literary works.**

**PLATO® Course English 7, Semester B  
Unit 3- Beyond Stereotypes  
Stereotypes, Biases, and Generalizations  
Advertising Strategies**

**2. Identify recurring themes in literary works.**

**PLATO® Course English 7, Semester A  
Unit 1- Courage and Survival  
Themes in Literature**

**3. Critique the credibility of characterizations and the degree to which a plot is contrived or realistic.**

**PLATO® Course English 7, Semester A  
Unit 1- Courage and Survival  
Plot Development**



# The Correlation of PLATO® Curricula to Common Core State Standards: Grades 6-12

July 01, 2013

## INTRODUCTION

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Common Core State Standards: Grades 6-12, English Language Arts Standards, Grades 6-12. URL: <http://www.corestandards.org/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courseware was used in this correlation report:

**PLATO® Course English 8, Semester A v2.0**

**PLATO® Course English 8, Semester B v2.0**

PLATO Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

## Grades 6-12

### Reading: Literature

#### Grade 8

#### Key Ideas and Details

**RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project

- Drawing Conclusions (ERS)
- Separating Facts from Opinions
- Finding What's Important in Information
- Finding What's Important in More Information
- Main Ideas and Supporting Details
- Unit 2 - Persuasion
  - Supporting Arguments
- Unit 3 - Mythology
  - Comparison and Contrast Essays
- PLATO Course English 8, Semester A v2.0
- Unit 3 - Heritage
  - Reading Between the Lines in Information
  - Picturing What You Read When You Read Stories

**RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**

- PLATO Course English 8, Semester A v2.0
- Unit 3 - Heritage
  - Summarizing Stories
  - Summarizing Information
  - Summarizing More Information
  - Summarizing Text
- Unit 1 - Who I Am, Who I Want to Be
  - Elements of Plot
  - Literature--Historical Context
- PLATO Course English 8, Semester B v2.0
- Unit 1 - Plays
  - Paraphrasing Text
  - Analyzing Plays

**RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision**

- PLATO Course English 8, Semester A v2.0
- Unit 1 - Who I Am, Who I Want to Be
  - Elements of Plot
- PLATO Course English 8, Semester B v2.0
- Unit 1 - Plays
  - Analyzing Plays

**Craft and Structure**



**RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Homonyms (ERS)  
Analyzing Word Choice  
Unit 1 - Plays  
Idioms  
Unit 4 - Research Project  
Choosing It's/Its, Accept/Except, and Than/Then  
PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Using Context Clues  
Using the Dictionary  
Unit 2 - Poetry Workshop  
Figurative Language  
Unit 4 - Writer's Workshop  
Classifications, Denotations, and Connotations

**RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.**

PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Literature--Historical Context  
PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Epic Tales  
Writing Effective Transitions  
Unit 4 - Research Project  
Collaborative Research--Research and Writing  
Collaborative Research--Documenting Sources

**RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.**

PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Elements of Plot

## Integration of Knowledge and Ideas

**RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.**

PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project  
Finding Information on the Internet

**RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new**

PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Literature--Historical Context  
PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Epic Tales

## Range of Reading and Level of Text Complexity

**RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**

PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Elements of Plot  
Unit 2 - Poetry Workshop  
Analyzing Poetry  
PLATO Course English 8, Semester B v2.0  
Unit 1 - Plays  
Analyzing Plays  
Writing Plays--Past, Present, and Future  
Unit 2 - Persuasion  
Author's Purpose  
Unit 3 - Mythology  
Epic Tales  
Mythology across Cultures  
Unit 4 - Research Project  
Main Ideas and Supporting Details



## **Reading: Informational Text**

### **Grade 8**

#### **Key Ideas and Details**

**RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Unit 2 - Persuasion

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information

**RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Unit 1 - Plays

Paraphrasing Text

Unit 2 - Persuasion

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information



Reading Between the Lines in More Information  
Summarizing Stories  
Summarizing Information  
Summarizing More Information  
Picturing What You Read When You Read Stories  
Summarizing Text

**RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**

PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project  
Separating Facts from Opinions  
Unit 3 - Mythology  
Epic Tales  
Writing Effective Transitions

### **Craft and Structure**

**RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Homonyms (ERS)  
Analyzing Word Choice  
Unit 1 - Plays  
Idioms  
Unit 4 - Research Project  
Choosing It's/Its, Accept/Except, and Than/Then  
PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Using Context Clues  
Using the Dictionary  
Unit 4 - Writer's Workshop  
Classifications, Denotations, and Connotations

**RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology  
Writing Effective Transitions

**RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.**

PLATO Course English 8, Semester A v2.0  
Unit 3 - Heritage  
Summarizing Stories  
Summarizing Information  
Summarizing More Information  
Unit 1 - Who I Am, Who I Want to Be  
Elements of Plot  
PLATO Course English 8, Semester B v2.0  
Unit 2 - Persuasion  
Author's Purpose

**Integration of Knowledge and Ideas**

**RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.**

PLATO Course English 8, Semester A v2.0  
Unit 2 - Poetry Workshop  
Writing Poetry  
Unit 4 - Writer's Workshop  
Writing Informational Compositions  
PLATO Course English 8, Semester B v2.0  
Unit 1 - Plays  
Analyzing Plays  
Writing Plays--Past, Present, and Future  
Unit 2 - Persuasion  
Participating in a Group Discussion  
Preparing a Speech  
Unit 4 - Research Project  
Collaborative Research--Research and Writing  
Collaborative Research--Oral Presentation  
Finding Information on the Internet  
Using Your Own Words to Develop Ideas

**RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is**

**relevant and sufficient; recognize when irrelevant evidence is introduced.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Collaborative Research--Research and Writing

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information

**RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.**

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Summarizing Stories

Summarizing Information

Summarizing More Information

Unit 1 - Who I Am, Who I Want to Be

Literature--Historical Context

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Unit 4 - Research Project

Collaborative Research--Research and Writing

Collaborative Research--Documenting Sources

Unit 3 - Mythology

Writing Effective Transitions

**Range of Reading and Level of Text Complexity**



**RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.**

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Unit 4 - Research Project

Main Ideas and Supporting Details

## Writing

### Grade 8

#### Text Types and Purposes

**W.8.1. Write arguments to support claims with clear reasons and relevant evidence.**

- **W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Using Published Writing as a Model

Unit 4 - Writer's Workshop

Writing Strong Introductions

- **W.8.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

Unit 4 - Research Project

Collaborative Research--Research and Writing

Using Your Own Words to Develop Ideas

- **W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

Unit 3 - Mythology

Analyzing Word Choice

Comparison and Contrast Essays

- **W.8.1d. Establish and maintain a formal style.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Unit 4 - Writer's Workshop

Writing Strong Introductions

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Using a Checklist to Proofread Your Work - Intermediate

Unit 2 - Persuasion

Choosing Pronoun Forms

- **W.8.1e. Provide a concluding statement or section that follows from and supports the argument presented.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Using Published Writing as a Model

Unit 4 - Writer's Workshop

Writing Strong Introductions

**2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

- **W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Writing a Persuasive Essay

PLATO Course English 8, Semester A v2.0

Unit 4 - Writer's Workshop

Writing Strong Introductions

- **W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Unit 2 - Persuasion

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Using Published Writing as a Model

- **W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

Writing Effective Transitions

PLATO Course English 8, Semester A v2.0

Unit 4 - Writer's Workshop

Combining Sentences to Make Your Writing Interesting

- **W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

Unit 3 - Mythology

Analyzing Word Choice



- **W.8.2e. Establish and maintain a formal style.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Unit 4 - Writer's Workshop

Writing Strong Introductions

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

- **W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Using Published Writing as a Model

Unit 4 - Writer's Workshop

Writing Strong Introductions

**W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

- **W.8.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Summarizing Stories

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Writing a Script

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

- **W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Writing Plays--Past, Present, and Future

- **W.8.3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Unit 4 - Writer's Workshop

Combining Sentences to Make Your Writing Interesting

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Unit 3 - Mythology

Comparison and Contrast Essays

Writing Effective Transitions

- **W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

Unit 2 - Poetry Workshop

Writing Poetry

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

- **W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage  
Using Published Writing as a Model  
Unit 4 - Writer's Workshop  
Writing Strong Introductions

### **Production and Distribution of Writing**

**W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be  
Writing a Script

Unit 2 - Poetry Workshop  
Writing Poetry

Unit 4 - Writer's Workshop  
Writing Strong Introductions

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

**W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Summarizing Text

Unit 4 - Writer's Workshop

Writing and Revising Informational Compositions

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Writing Plays--Past, Present, and Future

Unit 2 - Persuasion

Writing a Persuasive Essay

Unit 4 - Research Project

Using a Checklist to Proofread Your Work - Intermediate

**W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.**



PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Collaborative Research--Research and Writing

Finding Information on the Internet

### **Research to Build and Present Knowledge**

**W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**

PLATO Course English 8, Semester A v2.0

Unit 4 - Writer's Workshop

Writing Informational Compositions

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Collaborative Research--Research and Writing

Collaborative Research--Documenting Sources

Using Your Own Words to Develop Ideas

**W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Collaborative Research--Documenting Sources

Using Your Own Words to Develop Ideas

**W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

- **W.8.9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project  
Fact and Opinion

- **W.8.9b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Collaborative Research--Research and Writing

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information

Picturing What You Read When You Read Stories

**Range of Writing**

**W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

Unit 2 - Poetry Workshop

Writing Poetry

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

**Speaking & Listening**

## Grade 8

### Comprehension and Collaboration

**SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

- **SL.8.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Participating in a Group Discussion

- **SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Participating in a Group Discussion

- **SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Participating in a Group Discussion

- **SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Participating in a Group Discussion

**SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.**



PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

Unit 2 - Poetry Workshop

Writing Poetry

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

**SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Collaborative Research--Research and Writing

Collaborative Research--Oral Presentation

Finding Information on the Internet

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Participating in a Group Discussion

Preparing a Speech

Unit 3 - Mythology

Analyzing Word Choice

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information

Picturing What You Read When You Read Stories

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Unit 2 - Poetry Workshop

Writing Poetry

**Presentation of Knowledge and Ideas**

**SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.**

PLATO Course English 8, Semester A v2.0  
Unit 2 - Poetry Workshop  
Writing Poetry  
PLATO Course English 8, Semester B v2.0  
Unit 1 - Plays  
Analyzing Plays  
Unit 2 - Persuasion  
Preparing a Speech  
Unit 4 - Research Project  
Collaborative Research--Oral Presentation

**SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.**

PLATO Course English 8, Semester A v2.0  
Unit 2 - Poetry Workshop  
Writing Poetry  
PLATO Course English 8, Semester B v2.0  
Unit 1 - Plays  
Analyzing Plays  
Writing Plays--Past, Present, and Future  
Unit 2 - Persuasion  
Participating in a Group Discussion  
Preparing a Speech  
Unit 4 - Research Project  
Collaborative Research--Research and Writing  
Collaborative Research--Oral Presentation

**SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

PLATO Course English 8, Semester A v2.0  
Unit 2 - Poetry Workshop  
Writing Poetry  
PLATO Course English 8, Semester B v2.0  
Unit 2 - Persuasion  
Preparing a Speech

**Language**

## Grade 8

### Conventions of Standard English

#### **L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- **L.8.1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.**

PLATO Modules are not available for this learning expectation.

- **L.8.1b. Form and use verbs in the active and passive voice.**

PLATO Course English 8, Semester A v2.0

Unit 4 - Writer's Workshop

Parallelism

Writing and Revising Informational Compositions

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Writing Plays--Past, Present, and Future

- **L.8.1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.**

PLATO Modules are not available for this learning expectation.

- **L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.**

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Writing Plays--Past, Present, and Future

#### **L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- **L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.**

PLATO Course English 8, Semester A v2.0

Unit 2 - Poetry Workshop

Putting Commas and Periods inside Quotation Marks



- **L.8.2b. Use an ellipsis to indicate an omission**

PLATO Modules are not available for this learning expectation.

- **L.8.2c. Spell correctly.**

PLATO Course English 8, Semester A v2.0  
Unit 3 - Heritage  
Summarizing Text

### **Knowledge of Language**

**L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

- **L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).**

PLATO Course English 8, Semester A v2.0  
Unit 4 - Writer's Workshop  
Sentences, Phrases, and Clauses  
Writing and Revising Informational Compositions

### **Vocabulary Acquisition and Use**

**L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**

- **L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**

PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Homonyms (ERS)  
Analyzing Word Choice  
Unit 1 - Plays  
Idioms  
Unit 4 - Research Project  
Choosing It's/Its, Accept/Except, and Than/Then  
PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be

Using Context Clues  
Using the Dictionary

- **L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Using Prefix Clues

Word Parts

Unit 3 - Heritage

Foreign Words and Phrases

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Etymology

- **L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Homonyms (ERS)

Unit 2 - Persuasion

Etymology

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Using the Dictionary

- **L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Homonyms (ERS)

Analyzing Word Choice

Epic Tales

Unit 1 - Plays

Idioms

Unit 4 - Research Project

Using a Checklist to Proofread Your Work - Intermediate

Choosing It's/Its, Accept/Except, and Than/Then

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Using Context Clues

Using the Dictionary

Writing a Script

Unit 2 - Poetry Workshop

Figurative Language

Analyzing Poetry

Writing Poetry

**L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

- **L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

Unit 2 - Poetry Workshop

Figurative Language

Analyzing Poetry

Writing Poetry

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Idioms

Unit 3 - Mythology

Epic Tales

- **L.8.5b. Use the relationship between particular words to better understand each of the words**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Synonyms and Antonyms

Finding Information on the Internet

- **L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).**

PLATO Course English 8, Semester A v2.0

Unit 4 - Writer's Workshop

Classifications, Denotations, and Connotations



**L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

PLATO Course English 8, Semester A v2.0  
Unit 4 - Writer's Workshop  
Classifications, Denotations, and Connotations  
PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project  
Synonyms and Antonyms

# Middle School World History

## Course Overview

Studying the history of civilizations is an effective way to learn more about present times. Throughout history, some common themes have developed across cultures: improved methods of trade lead to growth, religion and philosophy inspire culture, and scholarly works of literature, math, and science emerge. In this course, you will learn about the great civilizations of the world and the unique characteristics that make each of them great.

## Course Goals

By the end of this course, you will be able to do the following:

- Compare and contrast the major periods in ancient history.
- Describe the basic geography of major ancient civilizations.
- Understand how trade played a role in the development of different civilizations.
- Explain major technological achievements of different civilizations throughout history.
- Identify major belief systems originating in different parts of the world.
- Describe how archeologists believe people first came to the Americas.
- Understand why Native Americans were vulnerable to contact with Europeans.
- Understand the causes and consequences of the Age of Exploration.
- Analyze the effect that innovation and development had on European civilization.

## General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and library databases.
- Some course readings may require a visit to the school library or public library.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

## Credit Value

Middle School World History is a 0.5-credit course.

## Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
4 days: 2–5	<b>First Civilizations</b> <ul style="list-style-type: none"> <li>• Compare and contrast the major periods in ancient history.</li> <li>• Describe the basic elements of civilization.</li> <li>• Identify major accomplishments of early man.</li> <li>• Identify some of the first civilizations and their contributions to later generations.</li> </ul>	Lesson
5 days: 6–10	<b>Ancient Egypt</b> <ul style="list-style-type: none"> <li>• Describe the basic geography of ancient Egypt and the regions around it.</li> <li>• Explain agricultural techniques used in ancient Egypt.</li> <li>• Analyze the significance of pharaohs in Egyptian civilization.</li> <li>• Describe details of ancient Egyptian culture.</li> <li>• Describe ancient Egyptian advances in technology.</li> <li>• Evaluate the role of Kush on ancient Egypt.</li> </ul>	Lesson
5 days: 11–15	<b>Ancient Phoenicians and Israelites</b> <ul style="list-style-type: none"> <li>• Explain how trade was critical to the development of the Phoenicians.</li> <li>• Describe the important contributions made by the Phoenicians and the Israelites.</li> <li>• Understand how sea power helped spread Phoenician influence.</li> <li>• Explain the religious beliefs of Judaism.</li> <li>• Describe how Judaism influenced other major religions.</li> </ul>	Lesson



Day	Activity/Objective	Type
2 days: 16–17	<b>Ancient Civilizations</b> <ul style="list-style-type: none"> <li>Locate natural obstacles to human settlement as well as features that encourage development.</li> <li>Identify regions that are highly desirable for human settlements.</li> <li>Identify the geographic locations of the first human civilizations of Mesopotamia, Egypt, and Canaan.</li> <li>Identify the significant geographic features that shaped the development of civilizations.</li> </ul>	Lab
5 days: 18–22	<b>Ancient Greeks</b> <ul style="list-style-type: none"> <li>Compare and contrast the governments and way of life for people in Sparta and Athens.</li> <li>Outline the causes and effects of the Persian Wars.</li> <li>Identify Greek contributions to Western civilization in philosophy, architecture, politics, literature, science, sports, and the arts.</li> <li>Describe the accomplishments and influence of Alexander the Great.</li> </ul>	Lesson
2 days: 23–24	<b>Rhetoric in Ancient Greece</b> <ul style="list-style-type: none"> <li>Identify three main parts of rhetoric.</li> <li>Apply these ideas of rhetoric to create a sound hypothetical argument.</li> </ul>	Lab
5 days: 25–29	<b>Ancient Romans</b> <ul style="list-style-type: none"> <li>Explain how Rome became a republic.</li> <li>Describe how Rome gained control of the Mediterranean region.</li> <li>Explain how Rome became an empire.</li> <li>Summarize the accomplishments of Rome in law, government, language, and architecture.</li> </ul>	Lesson
2 days: 30–31	<b>Classical Buildings</b> <ul style="list-style-type: none"> <li>Connect a Roman architectural innovation or style with modern times.</li> <li>Explain how architectural innovations helped Roman life</li> </ul>	Lab
5 days: 32–36	<b>Ancient India</b> <ul style="list-style-type: none"> <li>Describe how the Indus River Valley civilization developed.</li> <li>Summarize characteristics of Harappa and Mohenjo-Daro.</li> <li>Describe how the Aryans affected the Indian subcontinent.</li> <li>Outline the main beliefs of Hinduism and Buddhism.</li> <li>Explain why the Mauryan and Gupta Empires were important.</li> </ul>	Lesson

Day	Activity/Objective	Type
5 days: 37–41	<b>Ancient China</b> <ul style="list-style-type: none"> <li>• Explain how river valleys influenced the development of China.</li> <li>• Understand some of the basic teachings of Confucius.</li> <li>• Analyze the major accomplishments of Chinese dynasties.</li> <li>• Describe important Chinese contributions to civilization.</li> <li>• Summarize how the Mongols conquered the world's largest empire.</li> </ul>	Lesson
1 day: 42	<b>Midterm</b>	Assessment
5 days: 43–47	<b>Islam</b> <ul style="list-style-type: none"> <li>• Identify and describe the geography and climate of the Arabian Peninsula.</li> <li>• Explain how the Islamic religion started and grew.</li> <li>• Outline the basic principles of Islam from the Koran and Sunna.</li> <li>• Trace the spread of Islam and the Arabic language.</li> <li>• Outline the intellectual and cultural contributions of Islam.</li> </ul>	Lesson
2 days: 48–49	<b>Belief Systems</b> <ul style="list-style-type: none"> <li>• Identify the four major belief systems discussed in the lessons Ancient India, Ancient China, and Islam.</li> <li>• Compare and contrast these four major belief systems.</li> <li>• Identify the current extent of these belief systems.</li> </ul>	Lab
2 days: 50–51	<b>Cities Along the Silk Road</b> <ul style="list-style-type: none"> <li>• Conduct general research about a specific Silk Road location.</li> <li>• Write a description of the location researched.</li> <li>• Have a deeper understanding of how trade affected the ancient world.</li> </ul>	Lab
5 days: 52–56	<b>Medieval Africa</b> <ul style="list-style-type: none"> <li>• Describe the diverse climates and geography of Africa.</li> <li>• Identify the major trade centers in medieval Africa.</li> <li>• Discuss Islam's impact on the development of African trade routes.</li> <li>• Analyze the influences on the distinct culture of the Swahili Coast of Africa.</li> <li>• Describe the artistic achievements of sub-Saharan Africans.</li> </ul>	Lesson



Day	Activity/Objective	Type
5 days: 57–61	<b>Japan</b> <ul style="list-style-type: none"> <li>Discuss the three major religions and their role in imperial and feudal Japan.</li> <li>Describe the impact of Chinese culture on imperial Japan.</li> <li>Explain the role of the samurai in the development of the shogunate.</li> <li>Discuss the importance of honor and loyalty in feudal Japan.</li> </ul>	Lesson
5 days: 62–66	<b>Europe in the Middle Ages</b> <ul style="list-style-type: none"> <li>Describe the changes that occurred in Europe after the fall of Rome.</li> <li>Explain the political and economic system called feudalism.</li> <li>Describe the causes and effects of the Crusades.</li> <li>Give examples of the importance of Christianity in the Middle Ages.</li> <li>Describe the effects of the Black Death.</li> <li>Identify and trace the population shifts and settlements of ethnic groups.</li> </ul>	Lesson
2 days: 67–68	<b>Medieval Civilizations</b> <ul style="list-style-type: none"> <li>Identify the different roles in the feudal systems of medieval Japan and Europe.</li> <li>Describe the hierarchies of medieval feudal systems from different cultures.</li> <li>Create a model of a medieval European feudal manor.</li> </ul>	Lab
5 days: 69–73	<b>The Americas</b> <ul style="list-style-type: none"> <li>Explain how archaeologists and historians believe bands of people first crossed into the Americas.</li> <li>Describe the rise of early Native American civilizations.</li> <li>Analyze important aspects of Mayan, Aztec, and Inca civilizations.</li> <li>Understand why Native Americans were vulnerable to contact with Europeans.</li> <li>Describe how various Native American groups adapted to their environment.</li> </ul>	Lesson
2 days: 74–75	<b>North American Tribes</b> <ul style="list-style-type: none"> <li>Trace the location and migration of a specific Native American group in North America over time.</li> <li>Understand how this migration affected the population and culture of this group.</li> </ul>	Lab



Day	Activity/Objective	Type
5 days: 76–80	<b>Renaissance and Reformation</b> <ul style="list-style-type: none"> <li>Analyze why the Renaissance flourished in Italy and other parts of Europe.</li> <li>Recognize famous works of art by Renaissance artists.</li> <li>Describe some of Martin Luther's complaints about the Catholic Church.</li> <li>Explain how Martin Luther's beliefs were in conflict with the church.</li> <li>Explain how Protestant churches began.</li> <li>Describe the English Reformation.</li> </ul>	Lesson
4 days: 81–84	<b>Exploration and Enlightenment</b> <ul style="list-style-type: none"> <li>Understand the causes and consequences of the Age of Exploration.</li> <li>Explain the Columbian Exchange and the rise of commercial trade.</li> <li>Identify the European powers, their corresponding colonies, and their major ports of trade.</li> <li>Discuss the major discoveries and inventions of the Scientific Revolution.</li> <li>Describe important scientific discoveries during the Enlightenment.</li> </ul>	Lesson
2 days: 85–86	<b>Meeting New Cultures</b> <ul style="list-style-type: none"> <li>Conduct general research about a specific Silk Road location.</li> <li>Write a description of the location researched.</li> <li>Have a deeper understanding of how trade affected the ancient world.</li> </ul>	Lab
2 days: 87–88	<b>Inventions in Europe</b> <ul style="list-style-type: none"> <li>Connect a similar invention or development between two different cultural settings.</li> <li>Recognize the importance behind the exchange of cultural ideas.</li> </ul>	Lab
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>Final Exam</b>	Assessment



# **The Correlation of PLATO® Courses to the New Mexico Content Standards 2003 (NMCS)**

## **Social Studies**

June 24, 2008

### **INTRODUCTION**

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the New Mexico Content Standards 2003, Social Studies, 3: Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.. URL: <http://www.nmlites.org/standards/index.html>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courses were used in this correlation report:

**PLATO Course Civics, Semester A**

**PLATO Course Civics, Semester B**

**PLATO Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.**

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**5-8**

**III-A: Understand the structure, functions, and powers of government (local, state, tribal and national).**

**Grade 6:**

1. Describe the concept of democracy as developed by the Greeks, and compare the evolution of democracies throughout the world.

**PLATO Course Civics, Semester A**

**Unit 1 - Basic Concepts of Power and Authority**

**What Are Politics and Government?**

2. Describe the concept of republic as developed by the Romans and compare to other republican governments.

**PLATO Courses are not available for this learning expectation.**

**Grade 7:**

1. Explain the structure and functions of New Mexico's state government as expressed in the New Mexico Constitution, to include:

1. roles and methods of initiative, referendum, and recall processes

**PLATO Course Civics, Semester A**

**Course: Unit 1 - Basic Concepts of Power and Authority; What is Democracy?**

**Unit 3 - National Institutions of Government, continued**

**National Institutions--President**

**National Institutions--Judiciary**

**PLATO Course Civics, Semester B**

**Unit 1 - Society**

**Linking America-- Political Parties**

2. function of multiple executive offices

**PLATO Courses are not available for this learning expectation.**

3. election process (e.g., primaries and general elections)

**PLATO Courses are not available for this learning expectation.**

4. criminal justice system (e.g., juvenile justice).

**PLATO Courses are not available for this learning expectation.**

2. Explain the roles and relationships of different levels of the legislative process, to include:

1. structure of New Mexico legislative districts (e.g., number of districts, students' legislative district, representatives and senators of the students' district).

**PLATO Courses are not available for this learning expectation.**





2. the structure of the New Mexico Legislature and leaders of the Legislature during the current session (e.g., bicameral, House of Representatives and Senate, Speaker of the House of Representatives, Senate Pro Tem).

PLATO Courses are not available for this learning expectation.

3. Compare the structure and functions of the New Mexico Legislature with that of the state's tribal governments (e.g., Pueblo Indian Council; Navajo, Apache, and Hopi nations).

PLATO Courses are not available for this learning expectation.

#### **Grade 8:**

1. Explain the structure and functions of the national government as expressed in the United States Constitution, and explain the powers granted to the three branches of government and those reserved to the people, states, and tribes, to include:

1. the federal system dividing sovereignty between the states and the federal government, and their supporting bureaucracies

PLATO Course Civics, Semester A

Course: Unit 1 - Basic Concepts of Power and Authority; What is Democracy?

Course: Unit 2 - National Institutions of Government; The U.S. Constitution

PLATO Course Civics, Semester B

Unit 2 - Being a Citizen

State and Local Government

Internet Research Project: Participating in Local Government

2. the sovereignty of Native American tribes in relation to state and federal governments (and government to government relationships)

PLATO Course Civics, Semester A

Unit 1 - Basic Concepts of Power and Authority  
What Are Politics and Government?

Course: Unit 1 - Basic Concepts of Power and Authority; What is Democracy?

Course: Unit 2 - National Institutions of Government; The U.S. Constitution

PLATO Course Civics, Semester B

Unit 2 - Being a Citizen

State and Local Government

Internet Research Project: Participating in Local Government

3. Bill of Rights, amendments to Constitution

PLATO Course Civics, Semester A

Course: Unit 2 - National Institutions of Government; The U.S. Constitution

Course: Unit 2 - National Institutions of Government; National Institutions--Congress



**Unit 3 - National Institutions of Government, continued**  
**National Institutions--Judiciary**

#### 4. the primacy of individual liberty

## PLATO Course Civics, Semester A

## Unit I - Basic Concepts of Power and Authority

### What Are Politics and Government?

### Unit 3 - National Institutions of Government, continued

#### National Institutions--Judiciary

## PLATO Course Civics, Semester B

## Unit 2 - Being a Citizen

### Citizenship

## 5. Constitution is designed to secure our liberty by both empowering and limiting central government

**PLATO Course Civics, Semester A**

**Course: Unit I - Basic Concepts of Power and Authority; What is Democracy?**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

## 6. struggles over the creation of the Bill of Rights and its ratification

**PLATO Courses are not available for this learning expectation.**

### 7. separation of powers through the development of differing branches

**PLATO Courses are not available for this learning expectation.**

### 8. John Marshall's role in judicial review, including *Marbury v. Madison*.

## PLATO Course Civics, Semester A

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Unit 3 - National Institutions of Government, continued**  
**National Institutions--Judiciary**

**2. Identify and describe a citizen's fundamental constitutional rights, to include:**

### **1. freedom of religion, expression, assembly, and press**

## PLATO Course Civics, Semester A

### Unit 3 - National Institutions of Government, continued

#### National Institutions--Judiciary

**PLATO Course Civics, Semester B**

## Unit I - Society

## Linking America--The Media

## Unit 2 - Being a Citizen

## Citizenship

## 2. right to a fair trial



**PLATO Course Civics, Semester A**  
**Unit 3 - National Institutions of Government, continued**  
**National Institutions--Judiciary**

**PLATO Course Civics, Semester B**  
**Unit 2 - Being a Citizen**  
**Citizenship**

**3. equal protection and due process.**

**PLATO Course Civics, Semester A**  
**Unit 3 - National Institutions of Government, continued**  
**National Institutions--Judiciary**

**PLATO Course Civics, Semester B**  
**Unit 2 - Being a Citizen**  
**Citizenship**

**3. Describe the contributions of Native Americans in providing a model that was utilized in forming the United States government (Iroquois Nation).**

**PLATO Courses are not available for this learning expectation.**

**4. Explain and describe how water rights and energy issues cross state and national boundaries.**

**PLATO Courses are not available for this learning expectation.**

**III-B: Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity.**

**Grade 6:**

**1. Describe the significance of leadership in democratic societies and provide examples of local, national, and international leadership, to include:**

**1. qualities of leadership**

**PLATO Courses are not available for this learning expectation.**

**2. names and contributions New Mexico leaders**

**PLATO Courses are not available for this learning expectation.**

**3. names and contributions of national leaders**

**PLATO Courses are not available for this learning expectation.**

**Grade 7:**

**1. Explain the concept of diversity and its significance within the political and social unity of New Mexico.**

**PLATO Courses are not available for this learning expectation.**

**2. Describe ways in which different groups maintain their cultural heritage.**

**PLATO Courses are not available for this learning expectation.**

**3. Explain how New Mexico's state legislature and other state legislatures identify symbols representative of a state.**





**PLATO Courses are not available for this learning expectation.**

4. Identify official and unofficial public symbols of various cultures and describe how they are or are not exemplary of enduring elements of those cultures.

**PLATO Courses are not available for this learning expectation.**

**Grade 8:**

1. Explain how the development of symbols, songs, traditions, and concepts of leadership reflect American beliefs and principles.

**PLATO Course Civics, Semester B**

**Unit 1 - Society**

**Linking America--The Media**

2. Explain the importance of point of view and its relationship to freedom of speech and press.

**PLATO Course Civics, Semester A**

**Unit 3 - National Institutions of Government, continued**

**National Institutions--Judiciary**

**PLATO Course Civics, Semester B**

**Unit 1 - Society**

**Linking America--The Media**

**Unit 2 - Being a Citizen**

**Citizenship**

**III-C: Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.**

**Grade 6:**

1. Explain how Greek and Roman societies expanded and advanced the role of citizen.

**PLATO Courses are not available for this learning expectation.**

2. Identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments).

**PLATO Course Civics, Semester A**

**Unit 1 - Basic Concepts of Power and Authority**

**What Are Politics and Government?**

**Grade 7:**

1. Compare and contrast New Mexico's entry into the United States with that of the original thirteen colonies.

**PLATO Courses are not available for this learning expectation.**

2. Understand the structure and function of New Mexico government as created by the New Mexico Constitution and how it supports local, tribal, and federal governments.

**PLATO Courses are not available for this learning expectation.**



**Grade 8:**

**1. Describe political philosophies and concepts of government that became the foundation for the American Revolution and the United States government, to include:**

**1. ideas of the nature of government and rights of the individuals expressed in the Declaration of Independence with its roots in English philosophers (e.g., John Locke)**

**PLATO Course Civics, Semester A**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Unit 3 - National Institutions of Government, continued  
National Institutions--Judiciary**

**2. concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights**

**PLATO Course Civics, Semester A**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Unit 3 - National Institutions of Government, continued  
National Institutions--Judiciary**

**3. social covenant established in the Mayflower Compact**

**PLATO Course Civics, Semester A**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Unit 3 - National Institutions of Government, continued  
National Institutions--Judiciary**

**4. characteristics of representative governments**

**PLATO Course Civics, Semester A**

**Unit 1 - Basic Concepts of Power and Authority  
What Are Politics and Government?**

**PLATO Course Civics, Semester B**

**Unit 2 - Being a Citizen**

**Internet Research Project: Participating in Local Government**

**5. anti-Federalist and Federalist arguments towards the new Constitution, including those expressed in The Federalist Papers**

**PLATO Course Civics, Semester A**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Unit 3 - National Institutions of Government, continued  
National Institutions--Judiciary**

**6. concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances.**





**PLATO Course Civics, Semester A**

**Unit 1 - Basic Concepts of Power and Authority  
What Are Politics and Government?**

**Course: Unit 1 - Basic Concepts of Power and Authority; What is Democracy?**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Unit 3 - National Institutions of Government, continued  
National Institutions--President**

**PLATO Course Civics, Semester B**

**Unit 2 - Being a Citizen  
State and Local Government**

**Internet Research Project: Participating in Local Government**

**2. Explain the concept and practice of separation of powers among the Congress, the president, and the Supreme Court.**

**PLATO Course Civics, Semester A**

**Unit 1 - Basic Concepts of Power and Authority  
What Are Politics and Government?**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Unit 3 - National Institutions of Government, continued  
National Institutions--President**

**3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people.**

**PLATO Course Civics, Semester A**

**Unit 3 - National Institutions of Government, continued  
National Institutions--Judiciary**

**III-D: Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.**

**Grade 6:**

**1. Understand that the nature of citizenship varies among societies.**

**PLATO Course Civics, Semester A**

**Unit 3 - National Institutions of Government, continued  
National Institutions--President**

**Grade 7:**

**1. Explain the obligations and responsibilities of citizenship (e.g., the obligations of upholding the Constitution, obeying the law, paying taxes, jury duty).**

**PLATO Course Civics, Semester B**

**Unit 2 - Being a Citizen**

**Internet Research Project: Participating in Local Government**

**2. Explain the roles of citizens in political decision-making (e.g., voting, petitioning public officials, analyzing issues).**





**PLATO Courses are not available for this learning expectation.**

**Grade 8:**

- 1. Explain basic law-making processes and how the design of the United States Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., elections, political parties, interest groups).**

**PLATO Course Civics, Semester A**

**Course: Unit 1 - Basic Concepts of Power and Authority; What is Democracy?**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Course: Unit 2 - National Institutions of Government; National Institutions--Congress**

- 2. Understand the multiplicity and complexity of human rights issues.**

**PLATO Courses are not available for this learning expectation.**

## Civics A

### Course Overview

A citizen is a person who is legally recognized by a state and entitled to the state's rights and privileges. Civics is the study of the rights and duties of such a person. One of the best ways to understand your rights and duties as a citizen is to study the government that defines and upholds them. In Civics A, you will learn about politics and government, and you'll analyze democracy which is the system of government used in the United States. Finally, you will examine the legislative, executive, and judicial branches of the U.S. Government. A course in Civics teaches you how to actively participate in governance and how you can help improve the quality of governance at all levels.

### Course Goals

By the end of this course, you will be able to do the following:

- Understand the terms *power*, *authority*, *government*, and *public goods*.
- Know the importance of the rule of law in establishing limits on those who govern and those who are governed.
- Analyze a variety of economic issues, including growth of labor unions and farming issues.
- Compare the U.S. system of government with other political systems.
- Identify different methods of filling public offices at national, state, and local levels.
- Evaluate how the federal government serves the purposes set forth by the U.S. Constitution.
- Describe the processes by which the U.S. Constitution can be changed.
- Explain how certain provisions of the Constitution provide for checks and balances among the three branches of government.
- Analyze the structure of the legislative branch of government, including the role of committees and the procedure for enacting laws.
- Analyze the structure of the executive branch of government, including the constitutional powers of the president and the role of the Cabinet.
- Explain the process for electing the president of the United States.
- Understand the role of the Supreme Court and the structure and jurisdiction of the federal court system.
- Summarize the issues, decisions, and significance of landmark Supreme Court cases.
- Understand the meanings behind a variety of legal terms.

## General Skills

To participate in this course, you should be able to perform online research using various search engines and library databases.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

## Credit Value

Civics A is a 0.5-credit course.

## Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

## Unit 1: Basic Concepts of Power and Authority

### Summary

In this unit, you will study politics and government and learn about the features of democracy, a system of government ruled directly or indirectly by the people. You will understand the reasons for establishing sources of authority and how authority can protect individual rights and promote the common good. You will also learn more about your individual rights and your personal and civic responsibilities.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
—	<b>What Are Politics and Government?</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>• <i>Understand the concepts and applications of “power,” “authority,” “government,” and “public goods.”</i></li> <li>• <i>Understand the importance of the rule of law in establishing limits on both those who govern and those who are governed – protecting individual rights, and promoting the common good.</i></li> </ul>	



	<ul style="list-style-type: none"> <li>• Understand the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights.</li> <li>• Discuss limited government and the protection of individual rights.</li> </ul>	
2 days: 2–3	<b>What Are Politics and Government?</b> <i>Read the Overview.</i>	Courseware
1 day: 4	<b>What Are Politics and Government?</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 5	<b>What Are Politics and Government?</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 6	<b>What Are Politics and Government?</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
2 days: 7–8	<b>What Are Politics and Government?</b> <i>In Special Topics, complete the Conflict Resolution section.</i>	Courseware
2 days: 9–10	<b>What Are Politics and Government?</b> <i>In Fundamentals, complete the Women's Rights section.</i>	Courseware
1 day: 11	<b>What Are Politics and Government?</b> <i>Take the Practice Test (not graded).</i>	Courseware
1 day: 12	<b>What Are Politics and Government?</b> <i>Take the Mastery Test (graded).</i>	Courseware
---	<b>What is Democracy?</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>• Analyze economic issues such as the growth of labor unions, farm issues, and the rise of various businesses.</li> <li>• Compare the U.S. system of government with other political systems.</li> <li>• Describe features of a federal system of government.</li> <li>• Describe features of a confederate system of government.</li> <li>• Understand the roles of limited government to the protection of individual rights.</li> <li>• Define terms such as nation, popular sovereignty, indirect democracy, etc.</li> <li>• Identify different methods of filling public offices, including elected offices, at the national, state, and local levels.</li> <li>• Describe the process of electing the president of the United States.</li> <li>• Explain the concepts of absolute and comparative advantages.</li> </ul>	

2 days: 13–14	<b>What is Democracy?</b> <i>Read the Overview.</i>	Courseware
1 day: 15	<b>What is Democracy?</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 16	<b>What is Democracy?</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 17	<b>What is Democracy?</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 18	<b>What is Democracy?</b> <i>In Art, complete the Voting Machine section.</i>	Courseware
1 day: 19	<b>What is Democracy?</b> <i>In Special Topics, complete the Campaigns section.</i>	Courseware
1 day: 20	<b>What is Democracy?</b> <i>In Special Topics, complete the Voting section.</i>	Courseware
2 days: 21–22	<b>What is Democracy?</b> <i>In Fundamentals, complete the Civil Disobedience section.</i>	Courseware
1 day: 23	<b>What is Democracy?</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 24	<b>What is Democracy?</b> <i>Take the Mastery Test (graded).</i>	Assessment
3 days: 25–27	<b>Internet Research Project: Migration and Assimilation</b> <ul style="list-style-type: none"> <li>Explore the historical and contemporary demographics of immigrants to the United States.</li> <li>Explore the motivations, experiences, and challenges faced by immigrants in moving to the United States, as well as assimilating to the dominant culture.</li> </ul>	Online Research
1 day: 28	<b>Posttest—Unit 1</b>	Assessment



## Unit 2: National Institutions of Government, Part 1

### Summary

In this unit, you will learn about the basic principles of the U.S. Constitution, how the Constitution places checks and balances on government rule, and the steps officials can take to amend the document. You will also study the organization and responsibilities of the legislative branch of the U.S. Government.

Day	Activity/Objective	Type
---	<b>The U.S. Constitution</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>• Evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution.</li> <li>• Evaluate constitutional provisions for limiting the role of government.</li> <li>• Analyze the processes by which the U.S. Constitution can be changed.</li> <li>• Analyze the functions of the legislative branch of government, including the bicameral structure of Congress.</li> <li>• Explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government.</li> <li>• Categorize government powers as national or shared.</li> <li>• Discuss the limits on the national and state government in the U.S. federal system of government.</li> </ul>	
2 days: 29–30	<b>The U.S. Constitution</b> <i>Read the Overview.</i>	Courseware
1 day: 31	<b>The U.S. Constitution</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 32	<b>The U.S. Constitution</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 33	<b>The U.S. Constitution</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
2 days: 34–35	<b>The U.S. Constitution</b> <i>In Art, complete four of the following writing activities: U.S. Constitution, Declaration of Independence, United States Flag, Fireworks, Pilgrims, or Statue of the Republic.</i>	Courseware



3 days: 36–38	<b>The U.S. Constitution</b> <i>In Documents, complete all of these writing activities: Declaration of Independence, U.S. Constitution, and Amendments to U.S. Constitution.</i>	Courseware
1 day: 39	<b>The U.S. Constitution</b> <i>In Fundamentals, complete the American Government section.</i>	Courseware
2 days: 40–41	<b>The U.S. Constitution</b> <i>In Fundamentals, complete the American History section.</i>	Courseware
1 day: 42	<b>The U.S. Constitution</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 43	<b>The U.S. Constitution</b> <i>Take the Mastery Test (graded).</i>	Assessment
---	<b>National Institutions - Congress</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>Analyze the structure of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws.</li> <li>Explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government.</li> <li>Categorize and explain the functions and powers of Congress, including its non-legislative functions (such as oversight).</li> </ul>	
2 days: 44–45	<b>National Institutions - Congress</b> <i>Read the Overview.</i>	Courseware
1 day: 46	<b>National Institutions - Congress</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 47	<b>National Institutions - Congress</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 48	<b>National Institutions - Congress</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 49	<b>National Institutions - Congress</b> <i>In Graphs/Charts, complete the following sections:</i> <ul style="list-style-type: none"> <li>U.S. Federal Budget</li> <li>How a Bill Becomes a Law</li> </ul>	Courseware

1 day: 50	<b>National Institutions - Congress</b> • <i>In Maps, complete the section on the United States.</i>	Courseware
1 day: 51	<b>National Institutions - Congress</b> <i>In Art, complete the following sections:</i> • <i>Capitol Building</i> • <i>Congress</i>	Courseware
1 day: 52	<b>National Institutions - Congress</b> <i>In Special Topics, complete the Parliamentary Procedure section.</i>	Courseware
1 day: 53	<b>National Institutions - Congress</b> <i>In Fundamentals, complete the Congressional Record section.</i>	Courseware
1 day: 54	<b>National Institutions - Congress</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 55	<b>National Institutions - Congress</b> <i>Take the Mastery Test (graded).</i>	Assessment
3 days: 56–58	<b>Internet Research Project: A Modern Constitutional Convention</b> <i>Identify issues of national political importance, evaluate alternative constitutional methods of dealing with these issues, and use a parliamentary decision-making process to choose among the alternatives.</i>	Online Research
1 day: 59	<b>Posttest—Unit 2</b>	Assessment



## Unit 3: National Institutions of Government, Part 2

### Summary

In this unit, you will study the executive and judiciary branches of the U.S. Government. The executive branch is responsible for carrying out laws and is made up of the president, the vice president, and the Cabinet. The judiciary branch is responsible for evaluating and upholding laws and is comprised of the Supreme Court and other courts.

---	<b>National Institutions - President</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>Analyze the structure of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet.</li> <li>Analyze the structure of the executive branch of government, including the role of the executive departments.</li> <li>Describe and categorize the functions of the different departments of the federal bureaucracy.</li> <li>Explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government.</li> <li>Explain the process of electing the president of the United States.</li> <li>Explain how the president could use his powers to influence Congress and the people.</li> <li>Explain the major responsibilities of the president for foreign policy.</li> </ul>	
2 days: 60–61	<b>National Institutions - President</b> <i>Read the Overview.</i>	Courseware
1 day: 62	<b>National Institutions - President</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 63	<b>National Institutions - President</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 64	<b>National Institutions - President</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
2 days: 65–66	<b>National Institutions - President</b> <i>In Art, complete four of the following writing activities: Cabinet Meeting, Abraham Lincoln, American Leaders, United Nations, George Washington, or White House.</i>	Courseware
1 day: 67	<b>National Institutions - President</b> <i>In Maps, complete the World section.</i>	Courseware



1 day: 68	<b>National Institutions - President</b> <i>In Special Topics, complete the Armed Forces Literacy section.</i>	Courseware
2 days: 69–70	<b>National Institutions - President</b> <i>In Fundamentals, complete Relations with Neighbors.</i>	Courseware
1 day: 71	<b>National Institutions - President</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 72	<b>National Institutions - President</b> <i>Take the Mastery Test (graded).</i>	Assessment
---	<b>National Institutions - Judiciary</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>Analyze how the Constitution established the Supreme Court and how Congress established the federal court system, its structure, and its jurisdiction.</li> <li>Explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government.</li> <li>Analyze issues addressed in selected cases such as “Engel v. Vitale” and “Miranda v. Arizona” that involve Supreme Court interpretations of rights guaranteed by the U.S. Constitution.</li> <li>Summarize the issues, decisions, and significance of landmark Supreme Court cases including “Marbury v. Madison.”</li> <li>Analyze the role of the judiciary in protecting the rights of individuals.</li> <li>Examine the relationship between the state and federal court systems.</li> <li>Examine how the Supreme Court functions, decides which cases to take, and how cases are decided and decisions issued.</li> <li>Understand the meaning behind various legal terms such as amicus curiae brief, stare decisis, civil liberties, civil rights, affirmative action, and writ of certiorari.</li> </ul>	
2 days: 73–74	<b>National Institutions - Judiciary</b> <i>Read the Overview.</i>	Courseware
1 day: 75	<b>National Institutions - Judiciary</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 76	<b>National Institutions - Judiciary</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 77	<b>National Institutions - Judiciary</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware

2 days: 78–79	<b>National Institutions - Judiciary</b> <i>In Maps, complete the following sections:</i> <ul style="list-style-type: none"> <li>• Europe</li> <li>• Russia and the Eurasian Republics</li> </ul>	Courseware
1 day: 80	<b>National Institutions - Judiciary</b> <i>In Graphs/Charts, complete the section on U.S. Branches of Government.</i>	Courseware
1 day: 81	<b>National Institutions - Judiciary</b> <i>In Art, complete the section on Supreme Court Justices.</i>	Courseware
1 day: 82	<b>National Institutions - Judiciary</b> <i>In Fundamentals, complete the section on Jury Duty.</i>	Courseware
1 day: 83	<b>National Institutions - Judiciary</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 84	<b>National Institutions - Judiciary</b> <i>Take the Mastery Test (graded).</i>	Assessment
3 days: 85–87	<b>Internet Research Project: Budget Process</b> <i>Gain an understanding of the budget process, the tradeoffs required in budgeting, and the major funding requirements of the U.S. government.</i>	Online Research
1 day: 88	<b>Posttest—Unit 3</b>	Assessment
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>End-of-Semester Test</b>	Assessment



## Civics B

### Course Overview

A citizen is a person who is legally recognized by a state and entitled to the state's rights and privileges. Civics is the study of the rights and duties of such a person. One of the best ways to understand your rights and duties is to study the government that defines and upholds them. In Civics B, you will learn how Americans are linked to the government and each other through the media and a number of political parties. You will also take a detailed look at civic responsibility and what it means to be a contributing member of society. Finally, you will study how and why the U.S. creates certain goods and services and you'll see how political and economic decisions made at home can affect foreign policy abroad.

### Course Goals

By the end of this course, you will be able to do the following:

- Discuss the role and importance of the media in connecting the public with the government.
- Examine the relationship between local, state, and federal governments.
- Explain the difference between personal and civic responsibilities.
- Analyze the factors that influence an individual's political attitudes.
- Understand the importance of community service, civic improvement, and political activities.
- Compare the U.S. free-enterprise system with other economic systems.
- Explain how people organize economic systems for the production, distribution, and consumption of goods and services.
- Describe the effects of government policies on the free market.
- Evaluate the use of national interest as a criterion for American foreign policy.
- Describe ways in which Americans can influence foreign policy.

### General Skills

To participate in this course, you should be able to perform online research using various search engines and library databases.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

### Credit Value

Civics B is a 0.5-credit course.



## Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

### Unit 1: Society

#### Summary

In this unit, you will learn how the general public is connected to politics through the media. You will also study the political parties in U.S. Congress and the formation and maintenance of special interest groups.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
---	<b>Linking America – The Media</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>• Discuss the role and importance of the media.</li> <li>• Give examples of the processes used by the media to decide what to report.</li> <li>• Discuss public opinion and how it is measured.</li> </ul>	
2 days: 2–3	<b>Linking America – The Media</b> <i>Read the Overview.</i>	Courseware
1 day: 4	<b>Linking America – The Media</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 5	<b>Linking America – The Media</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 6	<b>Linking America – The Media</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 7	<b>Linking America – The Media</b> <i>In Graphs/Charts, complete the Primary Sources of News section.</i>	Courseware

1 day: 8	<b>Linking America – The Media</b> <i>In Maps, complete the following writing activities:</i> <ul style="list-style-type: none"> <li>• The Middle East and North Africa</li> <li>• Africa</li> </ul>	Courseware
1 day: 9	<b>Linking America – The Media</b> <i>Take the Practice Test (not graded).</i>	Courseware
1 day: 10	<b>Linking America – The Media</b> <i>Take the Mastery Test (graded).</i>	Courseware
---	<b>Linking America – Political Parties</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>• Identify the functions of political parties.</li> <li>• Analyze the two-party system in the United States.</li> <li>• Evaluate the role of third parties in the United States.</li> </ul>	
2 days: 11–12	<b>Linking America – Political Parties</b> <i>Read the Overview.</i>	Courseware
1 day: 13	<b>Linking America – Political Parties</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 14	<b>Linking America – Political Parties</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 15	<b>Linking America – Political Parties</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 16	<b>Linking America – Political Parties</b> <i>In Art, complete the Elephant and Donkey section.</i>	Courseware
1 day: 17	<b>Linking America – Political Parties</b> <i>In Maps, complete the following writing activities:</i> <ul style="list-style-type: none"> <li>• Latin America</li> <li>• Canada</li> </ul>	Courseware
1 day: 18	<b>Linking America – Political Parties</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 19	<b>Linking America – Political Parties</b> <i>Take the Mastery Test (graded).</i>	Assessment



3 days: 20–22	<b>Internet Research Project: Presidential Campaigns</b> <i>Explore the roles of various actors in electing the president of the United States.</i>	Online Research
1 day: 23	<b>Posttest—Unit 1</b>	Assessment

## Unit 2: Being a Citizen

### Summary

In this unit, you will understand the relationships between local, state, and federal governments, and how they evolved over time. You will learn about the structure of government and how officials are elected into office. In addition, you will analyze the personal, political, and economic rights and responsibilities of citizens. Finally, you will identify different political attitudes and recognize the importance of participation in civic improvements.

Day	Activity/Objective	Type
---	<b>State and Local Government</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>Analyze the structure of state, local, territorial, and tribal government.</li> <li>Evaluate the role of the different governmental units.</li> <li>Evaluate the limits on the state governments in the U.S. federal system of government.</li> <li>Examine early state constitutions and how state governments and constitutions have evolved over time.</li> <li>Describe and categorize the functions and revenue sources of state and local governments.</li> <li>Examine the relationship between state and local governments, including the formation of local governments.</li> <li>Understand the advantages of the federal system in solving local problems through increased innovation and choice of public service programs.</li> </ul>	
2 days: 24–25	<b>State and Local Government</b> <i>Read the Overview.</i>	Courseware
1 day: 26	<b>State and Local Government</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware



1 day: 27	<b>State and Local Government</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 28	<b>State and Local Government</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 29	<b>State and Local Government</b> <i>In Art, complete the section on the United States.</i>	Courseware
1 day: 30	<b>State and Local Government</b> <i>In Maps, complete the section on East and South Asia.</i>	Courseware
2 days: 31–32	<b>State and Local Government</b> <i>In Special Topics, complete Interpreting Financial Documents.</i>	Courseware
1 day: 33	<b>State and Local Government</b> <i>In Fundamentals, complete the School Board section.</i>	Courseware
1 day: 34	<b>State and Local Government</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 35	<b>State and Local Government</b> <i>Take the Mastery Test (graded).</i>	Assessment
---	<b>Citizenship</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>• <i>Explain the difference between personal and civic responsibilities.</i></li> <li>• <i>Analyze the factors that influence an individual's political attitudes.</i></li> <li>• <i>Understand the history of the rights, liberties, and obligations of citizenship in the United States.</i></li> <li>• <i>Understand that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).</i></li> <li>• <i>Understand ways he or she can contact his or her representatives and why it is important to do so and knows which level of government he or she should contact to express his or her opinions or to get help on a specific problem.</i></li> <li>• <i>Understand the importance of participation in community service, civic improvement, and political activities.</i></li> </ul>	
2 days: 36–37	<b>Citizenship</b> <i>Read the Overview.</i>	Courseware

1 day: 38	<b>Citizenship</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 39	<b>Citizenship</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 40	<b>Citizenship</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 41	<b>Citizenship</b> <i>In Graphs/Charts, complete U.S. Foreign-Born by Region of Birth: 2000.</i>	Courseware
1 day: 42	<b>Citizenship</b> <i>In Maps, complete the section on Australia and New Zealand.</i>	Courseware
2 days: 43–44	<b>Citizenship</b> <i>In Documents, complete Universal Declaration of Human Rights.</i>	Courseware
2 days: 45–46	<b>Citizenship</b> <i>In Art, complete the following writing activities:</i> <ul style="list-style-type: none"><li>• Martin Luther King, Jr.</li><li>• Oath of Citizenship</li></ul>	Courseware
2 days: 47–48	<b>Citizenship</b> <i>In Special Topics, complete the section on Community Service Projects.</i>	Courseware
3 days: 49–51	<b>Citizenship</b> <i>In Special Topics, complete the following sections:</i> <ul style="list-style-type: none"><li>• Religious Literacy (Monotheisms)</li><li>• Religious Literacy (Polytheisms)</li></ul>	Courseware
1 day: 52	<b>Citizenship</b> <i>In Fundamentals, complete the section on Integrated Civics.</i>	Courseware
1 day: 53	<b>Citizenship</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 54	<b>Citizenship</b> <i>Take the Mastery Test (graded).</i>	Assessment
3 days: 55–57	<b>Internet Research Project: Participating in Local Government</b> <ul style="list-style-type: none"><li>• Identify different local governmental entities, their responsibilities, and their organization.</li><li>• Gain an understanding of public meetings and the role they play in local governance.</li></ul>	Online Research



1 day: 58	Posttest—Unit 2	Assessment
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## Unit 3: Policy and the Citizen

### Summary

In this unit, you will study the U.S. economy—how goods and services are created, consumed, and exchanged in the United States. You will investigate the laws of supply and demand, and learn about fluctuating banking regulations and business cycles. You will also explain the idea of national interest and how it relates to the initiation of American foreign policy. Finally, you will see the role that the U.S. plays in the international arena with regard to foreign trade and conflict resolution.

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2 days: 59–60	<b>The U.S. Economy</b> <i>Read the Overview.</i>	Courseware
1 day: 61	<b>The U.S. Economy</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 62	<b>The U.S. Economy</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 63	<b>The U.S. Economy</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 64	<b>The U.S. Economy</b> <i>In Graphs/Charts, complete the Stock Market section.</i>	Courseware
2 days: 66–66	<b>The U.S. Economy</b> <i>In Documents, complete the section on Social Security Act of 1935.</i>	Courseware
2 days: 67–68	<b>The U.S. Economy</b> <i>In Special Topics, complete the Money Management section.</i>	Courseware
2 days: 69–70	<b>The U.S. Economy</b> <i>In Special Topics, complete the Consumer Rights section.</i>	Courseware
1 day: 71	<b>The U.S. Economy</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 72	<b>The U.S. Economy</b> <i>Take the Mastery Test (graded).</i>	Assessment
---	<b>Involvement in World Affairs</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>• Explain the idea of the national interest.</li> <li>• Evaluate the use of the national interest as a criterion for American foreign policy.</li> <li>• Explain the influence of American constitutional values and principles on American foreign policy.</li> <li>• Explain possible tensions among American values, principles, and interests as the nation deals with the practical requirements of international politics.</li> <li>• Analyze the formation of American foreign policy.</li> <li>• Explain how and why domestic politics may impose constraints or obligations on the ways in which the United States acts in the world.</li> <li>• Describe ways in which Americans can influence foreign policy.</li> </ul>	

	<ul style="list-style-type: none"> <li>Describe the various means used to attain the ends of United States foreign policy, such as diplomacy; economic, military, and humanitarian aid; treaties; sanctions; military intervention; and covert action.</li> <li>Evaluate the role the United States plays in the international arena, such as resolving international conflicts.</li> <li>Describe the process by which United States foreign policy is made, including the roles of federal agencies, domestic interest groups, the public, and the media.</li> <li>Evaluate the current role of the United States in peacemaking and peacekeeping.</li> <li>Evaluate the U.S. foreign policy in light of national interests and American values, such as embargos.</li> <li>Evaluate the U.S. economic policy in light of national interests and American values, such as NAFTA.</li> <li>Evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.</li> </ul>	
2 days: 73–74	<b>Involvement in World Affairs</b> <i>Read the Overview.</i>	Courseware
1 day: 75	<b>Involvement in World Affairs</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 76	<b>Involvement in World Affairs</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 77	<b>Involvement in World Affairs</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
2 days: 78–79	<b>Involvement in World Affairs</b> <i>In Documents, complete section on the Monroe Doctrine.</i>	Courseware
1 day: 80	<b>Involvement in World Affairs</b> <i>In Graphs/Charts, complete the section on The Intelligence Community.</i>	Courseware
2 days: 81–82	<b>Involvement in World Affairs</b> <i>In Special Topics, complete the section on Judging Foreign Policy.</i>	Courseware
1 day: 83	<b>Involvement in World Affairs</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 84	<b>Involvement in World Affairs</b> <i>Take the Mastery Test (graded).</i>	Assessment
3 days: 85–87	<b>Internet Research Project: Types of Democracy</b> <i>Explore the various types of democracy.</i>	Online Research

1 day: 88	<b>Posttest—Unit 3</b>	Assessment
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>End-of-Semester Test</b>	Assessment



# Art History and Appreciation

## Course Overview

Art has played a significant role in every major civilization throughout the history of man. The emergence of different art forms often reflects the values that a civilization deems important: religion, labor, love, political change, or even commerce. Since artwork and cultural values are so closely related, studying art is a compelling way to learn about the people who produced it.

## Course Goals

By the end of this course, you will be able to do the following:

- Identify the concepts of art, expression, and creativity.
- Demonstrate an understanding of art vocabulary and the art evaluation process.
- Identify principles and characteristics of Egyptian, Classical Greek, and Roman art.
- Examine technological developments in Greek and Roman architecture.
- Identify and classify the main principles of Renaissance art.
- Identify and analyze key aesthetic principles of art around the world.
- Evaluate and characterize the relationship between art and science in the early modern world.
- Assess the relationship between art and politics in the early modern world.
- Recognize and describe the cultural importance of modern design in the world today.
- Analyze pre-digital visual culture from the 1950s to the end of the 20th century.

## General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

## Credit Value

Art History and Appreciation is a 0.5-credit course.

## Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

### Unit 1: What is Art?: Creation and Communication

#### Summary

This unit explores the main concepts of art, expression and creativity. It answers questions like *what is art*, *what is creativity*, and explains how and why people respond to art. It also covers basic design principles such as emphasis, balance, and unity, and the art evaluation process. The discussion of art includes art vocabulary, and also elaborates on the different media, tools, techniques, and processes artists use. This unit focuses on how to analyze images and the meanings that the artists convey through their art, whether denotative, connotative, persuasive, or rhetoric.

Day	Activity/Objective	Type
2 days: 1–2	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
2 days: 3–4	<b>Creativity and Expression in Art</b> <i>Identify the main concepts of art, expression, and creativity</i>	Tutorial
2 days: 5–6	<b>Understanding Design Principles</b> <i>Identify and understand basic design principles</i>	Tutorial
2 days: 7–8	<b>Understanding and Evaluating Art</b> <i>Build an understanding of art vocabulary and the art evaluation process</i>	Exploration
2 days: 9–10	<b>Understanding Tools and Techniques</b> <i>Classify and understand art tools, techniques, and processes</i>	Tutorial
2 days: 11–12	<b>Communicating Meaning through Art</b> <i>Identify tools for analyzing an image and analyze how images communicate meaning</i>	Exploration
1 day: 13	<b>Posttest—Unit 1</b>	Assessment



## Unit 2: Art, History, and Culture

### Summary

Art in the form of sculptures, paintings, and tools from the Paleolithic and the Neolithic ages is explained in a way that reflects the lifestyle and advances of people during the Stone Age. The unit explores Egyptian art, including the famous Egyptian pyramids and funerary art. It also discusses Classical Greek and Roman art, including paintings, sculptures, and pottery. Greek and Roman architecture, such as temples and the monumental structures of the Acropolis and Coliseum are also highlighted.

Day	Activity/Objective	Type
2 days: 14–15	<b>Prehistoric Art and Culture</b> <i>Describe cultural functions of prehistoric art</i>	Tutorial
2 days: 16–17	<b>Egyptian Culture and Art</b> <i>Identify the form and function of Egyptian art in its cultural context</i>	Exploration
3 days: 18–20	<b>Classical Greek Art</b> <i>Identify and describe the main principles of classical Greek art</i>	Tutorial
3 days: 20–22	<b>Roman Art</b> <i>Identify the principal characteristics of Roman art</i>	Exploration
3 days: 23–25	<b>Understanding Greek and Roman Architecture</b> <i>Examine technological developments in Greek and Roman architecture</i>	Tutorial
1 day: 26	<b>Posttest—Unit 2</b>	Assessment



## Unit 3: Western and World Art Appreciation

### Summary

In this unit, you will explore the influence of the Church on art, including sacred images, architecture, paintings, sculptures, manuscripts, and mosaics. This unit will also discuss Islamic art and architecture and Renaissance art. It will explore art from Africa and from India, China, Japan, and other Asian countries. It concludes with art from the Americas, exploring the key features of American Indian art from different native civilizations and of Latin American art, including famous Latino artists such as Frida Kahlo and Diego Rivera.

Day	Activity/Objective	Type
3 days: 27–29	<b>Developments in Christian Art</b> <i>Recognize and describe principal developments in early Christian art and architecture</i>	Tutorial
3 days: 30–32	<b>Sacred Images and Christian Worship</b> <i>Examine the relationship of sacred images and architecture to Christian worship</i>	Tutorial
3 days: 33–35	<b>Islamic Art and Architecture</b> <i>Analyze aspects of Islamic art and architecture</i>	Exploration
2 days: 36–37	<b>Renaissance Art</b> <i>Identify and classify the main principles of Renaissance art</i>	Exploration
2 days: 38–39	<b>Exploring Asian Art</b> <i>Identify and compare examples of Indian, Chinese, and Japanese art</i>	Tutorial
2 days: 40–41	<b>African Art and Aesthetics</b> <i>Identify and analyze key aesthetic principles of African art</i>	Exploration
2 days: 42–43	<b>Appreciation of American Indian Art</b> <i>Identify key features of American Indian art</i>	Exploration
2 days: 44–45	<b>Appreciation of Latin American Art</b> <i>Identify key features of Latin American art</i>	Exploration
1 day: 46	<b>Posttest—Unit 3</b>	Assessment

## Unit 4: Art and the Modern World

### Summary

Christian art and its influences were discussed in the previous unit. This unit explores art from the Reformation and Counter-Reformation periods, particularly the distinctions between secular and sacred art that occurred when the Church split. It goes on to cover the characteristics of baroque art and architecture and how it is distinct from work of the Renaissance period. This unit also focuses on how the printing press revolutionized post-Renaissance art. It proceeds to elaborate on the blurred distinction between art and science in the modern world and the new media available to artists, which combine to make art a multisensory experience. This unit concludes by exploring how art influences and is influenced by politics and culture in the modern world.

Day	Activity/Objective	Type
3 days: 47–49	<b>Understanding Art and the Reformation</b> <i>Describe the historical and cultural significance of the Reformation period on art</i>	Tutorial
3 days: 50–52	<b>Principles of Baroque Art and Architecture</b> <i>Identify and describe key principles of baroque art and architecture</i>	Exploration
3 days: 53–55	<b>Visual Culture after the Renaissance</b> <i>Evaluate how the development of visual technologies impacted art after the Renaissance</i>	Tutorial
2 days: 56–57	<b>Art and Science in the Modern World</b> <i>Evaluate and characterize the relationship between art and science in the early modern world</i>	Exploration
2 days: 58–59	<b>Art and Politics in the Modern World</b> <i>Assess the relationship between art and politics in the early modern world</i>	Tutorial
2 days: 60–61	<b>Modern Art and Modern Culture</b> <i>Describe the main principles of modern art in relation to modern culture</i>	Exploration
1 day: 62	<b>Posttest—Unit 4</b>	Assessment



## Unit 5: Art in the 20th Century and Today

### Summary

In this unit, you will explore modern architecture, new technologies, materials, and designs. The unit focuses on the relationship between form and function in architecture and famous architects, such as Louis Sullivan and Frank Lloyd Wright, their work, and their inspirations. This unit elaborates on modern design movements, such as the International Style, and modern industrial design and designers. It also focuses on developments in art after World War II. The unit examines contemporary art and artists and discusses newer careers in art, including animation and game design. To conclude, this unit looks at the visual culture that developed in the latter half of the 20th century, including photography, cinema, and television, as well as digital and computer-generated art.

Day	Activity/Objective	Type
3 days: 63–65	<b>Developments in Modern Architecture</b> <i>Identify and describe major developments in modern architecture in terms of technologies, form, and function</i>	Tutorial
3 days: 66–68	<b>Modern Design for Today</b> <i>Recognize and describe the cultural importance of modern design in the world today</i>	Tutorial
3 days: 69–71	<b>Developments in Art after World War II</b> <i>Assess major developments in art after World War II</i>	Exploration
3 days: 72–74	<b>Understanding Contemporary Art</b> <i>Consider new roles for art in the contemporary world</i>	Exploration
2 days: 75–76	<b>Visual Culture after the 1950s</b> <i>Analyze pre-digital (analog) visual culture from the 1950s to the end of the 20th century</i>	Exploration
2 days: 77–78	<b>Developments in Visual Culture: Video Games and Animation</b> <i>Analyze late twentieth-century and early twenty-first-century technological developments in visual culture and new media</i>	Tutorial
1 day: 79	<b>Posttest—Unit 5</b>	Assessment



## Course Project: Art History and Appreciation

### Summary

The course project is designed to take approximately eight days. Because the activities included in the project relate directly to many of the course objectives, it is possible for you to work on the project incrementally during the semester.

Day	Activity/Objective	Type
8 days: 80–87	<b>Course Project</b>	Offline
1 day: 88	<b>Semester Review</b>	
2 days: 89–90	<b>End-of-Semester Test</b>	Assessment



# The Correlation of PLATO® Curricula to Common Core State Standards: Mathematics Standards

July 01, 2013

## INTRODUCTION

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Common Core State Standards: Mathematics Standards, Mathematics Standards. URL: <http://www.corestandards.org/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courseware was used in this correlation report:

**PLATO® Course Math 6, Semester A v2.0**

**PLATO® Course Math 6, Semester B v2.0**

PLATO Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

## Mathematics Standards

### Grade 6

#### Ratios & Proportional Relationships

**Understand ratio concepts and use ratio reasoning to solve problems.**

**6.RP.A.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1,**

because for every 2 wings there was 1 beak.”□ “For every vote candidate A received, candidate C received nearly three votes.”□

PLATO Course Math 6, Semester A v2.0

Unit I: Ratios and Proportional Relationships

Introduction to Ratios

Rates

Applications of Rates

Measurement Units and Ratio Conversions

Unit Activity: Ratios and Proportional Relationships

**6.RP.A.2. Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $3/4$  cup of flour for each cup of sugar.”□ “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”**

PLATO Course Math 6, Semester A v2.0

Unit I: Ratios and Proportional Relationships

Introduction to Ratios

Rates

Applications of Rates

Unit Activity: Ratios and Proportional Relationships

**6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.**

- **6.RP.A.3a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios**

PLATO Course Math 6, Semester A v2.0

Unit I: Ratios and Proportional Relationships

Tables of Ratios

Unit 3: Visualizing Numbers

The Coordinate Plane

Unit Activity: Visualizing Numbers

- **6.RP.A.3b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?**



PLATO Course Math 6, Semester A v2.0

Unit I: Ratios and Proportional Relationships

Introduction to Ratios

Rates

Applications of Rates

Unit Activity: Ratios and Proportional Relationships

- **6.RP.A.3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means  $30/100$  times the quantity); solve problems involving finding the whole, given a part and the percent.**

PLATO Course Math 6, Semester A v2.0

Unit I: Ratios and Proportional Relationships

Introduction to Ratios

Rates

Applications of Rates

Ratios and Rates as Percentages

Unit Activity: Ratios and Proportional Relationships

- **6.RP.A.3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.**

PLATO Course Math 6, Semester A v2.0

Unit I: Ratios and Proportional Relationships

Introduction to Ratios

Measurement Units and Ratio Conversions

## The Number System

**Apply and extend previous understandings of multiplication and division to divide fractions by fractions.**

**6.NS.A.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for  $(2/3) \div (3/4)$  and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(2/3) \div (3/4) = 8/9$  because  $3/4$  of  $8/9$  is  $2/3$ . (In general,  $(a/b) \div (c/d) = ad/bc$ .) How much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $3/4$ -cup servings are in  $2/3$  of a cup of yogurt? How wide is a rectangular strip of land with length  $3/4$  mi and area  $1/2$  square mi? Compute fluently with multi-digit numbers and find common factors and multiples.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Dividing Fractions

Common Factors and Multiples

Unit Activity: The Number System

**6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Dividing Multidigit Numbers

Operations with Decimals

Unit Activity: The Number System

**6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Dividing Multidigit Numbers

Operations with Decimals

Unit Activity: The Number System

**6.NS.B.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express  $36 + 8$  as  $4(9 + 2)$ . Apply and extend previous understandings of numbers to the system of rational numbers.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Common Factors and Multiples

Positive and Negative Rational Numbers

Unit Activity: The Number System

Unit 3: Visualizing Numbers

Ordering Values in the Real World

**Apply and extend previous understandings of numbers to the system of rational numbers.**

**6.NS.C.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values**



(e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Positive and Negative Rational Numbers

Unit 3: Visualizing Numbers

Unit Activity: Visualizing Numbers

**6.NS.C.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.**

- **6.NS.C.6a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(−3) = 3$ , and that 0 is its own opposite.**

PLATO Course Math 6, Semester A v2.0

Unit 3: Visualizing Numbers

The Number Line

Inequalities on the Number Line

Unit Activity: Visualizing Numbers

- **6.NS.C.6b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.**

PLATO Course Math 6, Semester A v2.0

Unit 1: Ratios and Proportional Relationships

Tables of Ratios

Unit 3: Visualizing Numbers

The Coordinate Plane

The Coordinate Plane in the Real World

- **6.NS.C.6c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.**

PLATO Course Math 6, Semester A v2.0



Unit 1: Ratios and Proportional Relationships

Tables of Ratios

Unit 2: The Number System

Positive and Negative Rational Numbers

Unit 3: Visualizing Numbers

The Number Line

The Coordinate Plane

Inequalities on the Number Line

Ordering Values in the Real World

Absolute Values

Unit Activity: Visualizing Numbers

**6.NS.C.7. Understand ordering and absolute value of rational numbers.**

- **6.NS.C.7a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret  $-3 > -7$  as a statement that  $-3$  is located to the right of  $-7$  on a number line oriented from left to right.**

PLATO Course Math 6, Semester A v2.0

Unit 3: Visualizing Numbers

The Number Line

Inequalities on the Number Line

Unit Activity: Visualizing Numbers

- **6.NS.C.7b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ .**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Positive and Negative Rational Numbers

Unit 3: Visualizing Numbers

The Number Line

Ordering Values in the Real World

Absolute Values

Unit Activity: Visualizing Numbers

- **6.NS.C.7c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world**

**situation. For example, for an account balance of “–30 dollars, write  $| -30 | = 30$  to describe the size of the debt in dollars.**

PLATO Course Math 6, Semester A v2.0  
 Unit 2: The Number System  
 Positive and Negative Rational Numbers  
 Unit 3: Visualizing Numbers  
 The Number Line  
 Ordering Values in the Real World  
 Absolute Values  
 Comparing Absolute Values  
 The Coordinate Plane in the Real World  
 Unit Activity: Visualizing Numbers

- **6.NS.C.7d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than “–30 dollars represents a debt greater than 30 dollars.**

PLATO Course Math 6, Semester A v2.0  
 Unit 3: Visualizing Numbers  
 Absolute Values  
 Comparing Absolute Values  
 The Coordinate Plane in the Real World  
 Unit Activity: Visualizing Numbers

**6.NS.C.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.**

PLATO Course Math 6, Semester A v2.0  
 Unit 3: Visualizing Numbers  
 The Coordinate Plane  
 Absolute Values  
 Comparing Absolute Values  
 The Coordinate Plane in the Real World  
 Unit Activity: Visualizing Numbers

## **Expressions & Equations**

**Apply and extend previous understandings of arithmetic to algebraic expressions.**

**6.EE.A.1. Write and evaluate numerical expressions involving whole-number exponents.**

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Exponential Expressions

Using Variables

Properties of Operations

Problems with Equations

Real-World Expressions

**6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers.**

- **6.EE.A.2a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract  $y$  from 5”  $\square$  as  $5 - y$ .**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Unit Activity: The Number System

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Using Variables

- **6.EE.A.2b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression  $2(8 + 7)$  as a product of two factors; view  $(8 + 7)$  as both a single entity and a sum of two terms.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Unit Activity: The Number System

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Using Variables

Properties of Operations

Equations in the Real World

Inequalities as Constraints

Unit Activity: Expressions and Equations

- **6.EE.A.2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those**



involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas  $V = s^3$  and  $A = 6s^2$  to find the volume and surface area of a cube with sides of length  $s = \frac{1}{2}$ .

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Exponential Expressions

Using Variables

Properties of Operations

Problems with Equations

Real-World Expressions

**6.EE.A.3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ; apply the distributive property to the expression  $24x + 18y$  to produce the equivalent expression  $6(4x + 3y)$ ; apply properties of operations to  $y + y$  to produce the equivalent expression  $3y$ .**

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Exponential Expressions

Properties of Operations

**6.EE.A.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number  $y$  stands for. Reason about and solve one-variable equations and inequalities.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Unit Activity: The Number System

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Using Variables

Properties of Operations

Equations in the Real World

Inequalities as Constraints

Unit Activity: Expressions and Equations

**Reason about and solve one-variable equations and inequalities.**

**6.EE.B.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.**

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Using Variables

Problems with Equations

Problems with Inequalities

**6.EE.B.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.**

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Exponential Expressions

Using Variables

Problems with Equations

Real-World Expressions

Quantitative Relationships

Unit Activity: Expressions and Equations

**6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$  and  $x$  are all nonnegative rational numbers.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Unit Activity: The Number System

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Using Variables

Properties of Operations

Equations in the Real World

Inequalities as Constraints

Unit Activity: Expressions and Equations

**6.EE.B.8. Write an inequality of the form  $x > c$  or  $x < c$  to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form  $x > c$  or  $x < c$  have infinitely**

**many solutions; represent solutions of such inequalities on number line diagrams.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Unit Activity: The Number System

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Using Variables

Properties of Operations

Equations in the Real World

Inequalities as Constraints

Unit Activity: Expressions and Equations

**Represent and analyze quantitative relationships between dependent and independent variables.**

**6.EE.C.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.**

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Real-World Expressions

Quantitative Relationships

Unit Activity: Expressions and Equations

## **Geometry**

**Solve real-world and mathematical problems involving area, surface area, and volume.**

**6.G.A.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.**

PLATO Course Math 6, Semester B v2.0

Unit 2: Geometry



## Area

**6.G.A.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = l w h$  and  $V = b h$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.**

PLATO Course Math 6, Semester B v2.0

Unit 2: Geometry

Volume

**6.G.A.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.**

PLATO Course Math 6, Semester B v2.0

Unit 2: Geometry

Area

Polygons

**6.G.A.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.**

PLATO Course Math 6, Semester B v2.0

Unit 2: Geometry

Three-Dimensional Figures

Unit Activity: Geometry

## Statistics & Probability

**Develop understanding of statistical variability.**

**6.SP.A.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” ☐ is not a statistical question, but “How old are the students in my school?” ☐ is a statistical question because one anticipates variability in students’<sup>TM</sup> ages.**

PLATO Course Math 6, Semester B v2.0  
Unit 3: Statistics and Probability  
Introduction to Statistics  
Data Sets

**6.SP.A.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.**

PLATO Course Math 6, Semester B v2.0  
Unit 3: Statistics and Probability  
Introduction to Statistics  
Measures of Center  
Data Sets  
Interpreting Statistics

**6.SP.A.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.**

PLATO Course Math 6, Semester B v2.0  
Unit 3: Statistics and Probability  
Introduction to Statistics  
Measures of Center  
Interpreting Statistics

**Summarize and describe distributions.**

**6.SP.B.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.**

PLATO Course Math 6, Semester B v2.0  
Unit 3: Statistics and Probability  
Descriptive Statistics

**6.SP.B.5. Summarize numerical data sets in relation to their context, such as by:**

- **6.SP.B.5a. Reporting the number of observations.**

PLATO Course Math 6, Semester B v2.0  
Unit 3: Statistics and Probability  
Introduction to Statistics  
Data Sets

- **6.SP.B.5b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.**

PLATO Course Math 6, Semester B v2.0

Unit 3: Statistics and Probability

Introduction to Statistics

Data Sets

Interpreting Statistics

- **6.SP.B.5c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.**

PLATO Course Math 6, Semester B v2.0

Unit 3: Statistics and Probability

Introduction to Statistics

Measures of Center

Interpreting Statistics

Unit Activity: Statistics and Probability

- **6.SP.B.5d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.**

PLATO Course Math 6, Semester B v2.0

Unit 3: Statistics and Probability

Introduction to Statistics

Measures of Center

Data Sets

Interpreting Statistics

Unit Activity: Statistics and Probability



## **Curriculum Scope and Sequence:**

A significant portion of our curriculum has been developed. The parts that have not been developed will be completed prior to January 1, 2016. Academic Opportunities Academy believes it is best to present everything we possibly can to the New Mexico Public Education Department and the New Mexico Education Commission for review. We understand we may lose points presenting our application in this manner.

Our charter school application went through significant changes after each of our educational meetings with the New Mexico Public Education Department – Charter School Division. Academic Opportunities Academy went to work to improve our application based on their presentations. We very much appreciate all their hard work and knowledge presented to us. Our application and eventual charter will always be a living document that is constantly reviewed, revised and improved.

Any and all changes that the New Mexico Public Education Department – Charter School Division or the New Mexico Education Commissioners desire to implement will always be given utmost consideration. We aim to serve. We know you all have the interests of our children as your priority as we do. We hope you have seen that we have been responsive to all your requests and we seek to enjoy an outstanding working relationship with all of you.

## **Components of our Scope and Sequence under Development**

### **New Mexico History**

A curriculum has not been established. Academic Opportunities Academy has consulted with other charter schools as to the best curriculum to adopt. Until a better curriculum is found we plan to use New Mexico Connections Academy New Mexico History. New Mexico Connections Academy recommended we contact their headquarters regarding being able to use their New Mexico History. We welcome recommendations as to what the NMPED and NMPEC recommends as a New Mexico History curriculum. Our New Mexico History curriculum will be aligned with all New Mexico Content Standards with Benchmarks and Performance Standards and Common Core State Standards.

### **Computer Graphics and Computer Art**

Academic Opportunities Academy plans to offer computer arts and graphics classes to align with our mission. Mark discussed this with Dr. Tran and he liked our idea. Our art curriculum will be developed by January 1, 2016. Our art curriculum will be aligned with all New Mexico Content Standards with Benchmarks and Performance Standards and Common Core State Standards.

Computer Graphics and Computer Art will be a series of three one year courses in computer generated art (also known as imaging). Students will generate a variety of art projects. Utilizing the elements of art and the principals of design, students will develop visual literacy skills, and a multicultural understanding of their place in art history. Upon completion of the three one year courses students will have created a digital portfolio of their projects.

### **Computer Programming**

Mark Casavantes met with Dr. Son Tran who is the Department Chair of the Computer Science Department of New Mexico State University regarding developing our charter school curriculum. Mark also met with Ms. Rebecca Galves who is the Director of NMSU Summer Programs.

New Mexico State University offers a Computer Science Adventures day camp for high school and middle school students and one camp just for girls. This year the camp is offered during July 6 – 17, 10AM to 3PM. Academic Opportunities Academy was invited to have our students attend future Computer Science Adventures day

camps. We look forward to all educational opportunities we can make available to all our students.  
<http://bit.ly/CSAdventures> provides an application for this camp.

Ms. Galvez introduced their DISSECT program. Dr. Tran told me that computer languages will come and go, but the thinking and problem solving skills is the key to computer science success. GK-12 DIScover SciEnce through Computational Thinking (DISSECT) introduces the thinking and problem solving skills computer science students need. On their web site you will find the latest information on the GK-12 project at New Mexico State University as well as helpful tools for K-12 teachers.

The GK-12 grant was awarded to the NMSU Computer Science Department in 2010 by the National Science Foundation. The goal of the program is to place graduate fellows in science classrooms, where they will expand their skills as communicators and educators, all while helping K-12 teachers integrate concepts of computer science into traditional science curricula.

Ms. Rebecca Galvez explained her Young Women in Computing Program to me. Young Women in Computing Program (YWiC) is an outreach initiative developed with the vision to increase the participation in computer science (CS) activities and exposure for all students in NM. YWiC is housed in the Department of Computer Science at New Mexico State University and focuses on multidimensional program components such as in-school presentations, after-school programming, summer programs, state-wide competitions, social networking, forums and conferences, plus teacher-program collaborations that will leverage the available resources across opportunities.

During the academic year, YWiC hosts student visitors to NMSU for one-hour workshops. YWiC hosts over 60 workshops each year, to both young women and men, in grades 5 - 12. YWiC brings the focus of needing more creators of computing and technology to the forefront, versus the mass production of excellent users of computer science and technology. YWiC talks about careers, college majors, and how students can get involved with activities involving computer science. If you would like to schedule a visit with our Outreach Team, please contact [rgalves@cs.nmsu.edu](mailto:rgalves@cs.nmsu.edu), or call (575) 646-4451  
<http://www.cs.nmsu.edu/ywic/>

Next we discussed developing our computer programming curriculum and working together so that Academic Opportunities Academy prepares students capable to enter the rigorous computer science field. Dr. Tran started off stating that the computer language is not the important factor in learning computer science. He told me computer languages come and go. He concurred that Python would be a good computer language for middle school students to start with. He told me that he has a huge attrition rate as students in the Deming and Las Cruces area are not well prepared for his rigorous computer science program. He told me a strong mathematics background in traditional mathematics and augmented with probability, statistics and logic would be important foundation for all students. Currently students in Southern New Mexico are not prepared adequately in probability, statistics and logic. Dr. Tran recommended a pre-AP or AP program in probability and statistics and some instruction in the concepts of mathematical logic is needed to prepare a student for their computer science curriculum. He and Rebecca both stated that alignment with the new Common Core State Standards and ISTE Standards would be an excellent framework to develop our computer science curriculum. Dr. Tran and Ms. Galves both offered to work together to develop our program and they would gladly offer their suggestions and advice to assist us in developing our curriculum.

The following was obtained from the ISTE web site regarding their standards.

Widespread adoption of the Common Core State Standards represents a major shift in the focus and policy of the U.S. education system. Like all big transitions, the move to this new framework will have its challenges. Fortunately, educators who understand and use the ISTE Standards are already well prepared to embrace the new — and necessary — emphasis on higher-order thinking skills and real-world problem solving.

## **New skills for a new world**

Both the Common Core and the ISTE Standards recognize that education as it's always been done is not enough in the digital age. When we all have anytime, anywhere access to a universe of facts, an emphasis on top-down knowledge delivery and rote memorization no longer makes sense. Instead, we must embrace new pedagogies that make the most of our students' innate drive to learn, create and collaborate. Likewise, in a competitive global economy that demands innovation and strategic thinking, we must help students build their critical-thinking and problem-solving skills. And in an environment where change is the only constant, we must foster a lifelong love of learning.

## **Technology-powered pedagogy**

The ISTE Standards also share with the Common Core an emphasis on using technology — not for technology's sake, but as a tool for leap-frogging over lower-order thinking skills, such as rote memorization, to focus our energies on research and media literacy, creativity, collaboration, problem solving, and critical thinking.

Technology also gives us the power to do things we've never been able to do before, like work in real time with experts and peers across the globe, express our knowledge in a wide range of media, and disseminate our ideas to far-flung, authentic audiences. These new capacities are revolutionizing the way we communicate, work and live. We must prepare the next generation not only to use these new tools, but also to foster the habits of mind that will enable them to keep up in their changing world.

<http://www.iste.org/standards/standards-in-action/common-core>

<http://www.iste.org/standards/iste-standards/standards-for-computer-science-educators>

<http://csta.acm.org/Curriculum/sub/K12Standards.html>

[http://csta.acm.org/Curriculum/sub/CurrFiles/CSTA\\_Standards\\_Mapped\\_to\\_CommonCoreStandardsNew.pdf](http://csta.acm.org/Curriculum/sub/CurrFiles/CSTA_Standards_Mapped_to_CommonCoreStandardsNew.pdf)

Next Dr. Tran recommended Academic Opportunities Academy align with the new Advanced Placement exam in Computer Science and their principals.

The following was obtained from the Advanced Placement website.

## **AP Computer Science Principles**

**2016-17**

**New Course Launching in Fall 2016**

AP Computer Science Principles is a new computer science course designed to give students foundational computing skills, an understanding of the real-world impact of computing applications, and programming literacy. Leading computer scientists and educators, supported by the National Science Foundation (NSF), agreed that such a course was needed to increase the number of students interested in and prepared for success in computer science and other STEM fields.

AP Computer Science Principles is designed to introduce a wider range of students to the central tenets of computer science. The course was developed and piloted in collaboration with leading high school and higher education computer science educators to reflect the latest scholarship in the field. Learn more about institutions that have supported the development of the new Computer Science Principles course.

The new course will launch in the fall of 2016, with the first AP Computer Science Principles Exam administration taking place in May 2017.

## **Overview of Curriculum**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to creative aspects of programming, using abstractions and



algorithms, working with large data sets, understandings of the Internet and issues of cybersecurity, and impacts of computing that affect different populations. AP Computer Science Principles will give students the opportunity to use current technologies to solve problems and create meaningful computational artifacts. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

The *AP Computer Science Principles Curriculum Framework* (.pdf/1.42MB) focuses on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives.

### **Computational Thinking Practices**

1. Connecting computing
2. Creating computational artifacts
3. Abstracting
4. Analyzing problems and artifacts
5. Communicating
6. Collaborating

### **Big Ideas**

1. Creativity
2. Abstraction
3. Data and Information
4. Algorithms
5. Programming
6. The Internet
7. Global Impact

AP Computer Science Principles will encourage students to be both analytical and creative in their thinking, and to collaborate with their peers to investigate solutions to real-world issues using computing. Students who succeed in AP Computer Science Principles will be better prepared in college and career, with a thorough grasp of computing foundations and concepts.

### **Overview of Assessments**

The AP Computer Science Principles assessment consists of two parts: a through-course assessment and the end-of-course AP Exam. Both of these will measure student achievement of the course learning objectives. For the through-course assessment, students will upload digital artifacts and written responses via a Web-based digital application.

AP Computer Science Principles students will receive a final exam score of 1-5 based on two through-course performance tasks submitted online during the school year and a multiple-choice written exam administered during the AP Exam administration in May.

The two performance tasks, focusing on computing innovations and programming, will not change from year to year. Rather, the tasks are designed to give students broad latitude in personally selecting the focus and topics for their engagement in these tasks. Draft versions of pilot performance tasks can be found on the Computer Science Principles Pilot Teacher Community.

On both the through-course assessment and the AP Computer Science Principles Exam, students will be asked to apply their understanding of the course learning objectives, including the essential knowledge statements and computational thinking practices.

## Two AP Computer Science Courses

When AP Computer Science Principles launches in the 2016-17 academic year, AP will have two computer science offerings, and students can take either course in any order. Currently one of the fastest growing AP courses, the AP Computer Science A course and exam continues to focus on computing skills related to programming in Java. The new AP Computer Science Principles course will complement AP Computer Science A as it aims to broaden participation in the study of computer science.

### AP Computer Science A

Curriculum is focused on object-oriented programming and problem solving

Java is the designated programming language

Encourages skill development among students considering a career in computer science or other STEM fields

AP assessment experience:

- Multiple-choice and free-response questions (written exam)

### AP Computer Science Principles

Curriculum is built around fundamentals of computing including problem solving, working with data, understanding the internet, cyber security, and programming.

Teachers choose the programming language(s)

Encourages a broader participation in the study of computer science and other STEM fields, including AP Computer Science A

AP assessment experience:

- Two performance tasks students complete during the course to demonstrate the skills they have developed (administered by the teacher; students submit digital artifacts)
- Multiple-choice questions (written exam)

Next he recommended Academic Opportunities Academy align with New Mexico State University course CS-111 which is one of their prerequisite introductory courses. There are several requirements that must be completed prior to being accepted into the NMSU Computer Science Department. After our charter school is approved, Dr. Tran recommended we meet with some of his other staff who teaches this course to learn more about the course CS-111 and to vertically align our curriculum to smoothly merge into their program. Dr. Tran informed me that he has a huge attrition problem and he very much wants to solve it. He strongly believes that the education in Southern New Mexico needs to be improved. He hates to see so many not able to participate in his Computer Science Department. This is one of the reasons NMSU has developed their Summer Camps.

### NMSU CS 111: Computer Science Principles (4 credits)

This course provides a broad and exciting introduction to the field of computer science and the impact that computation has today on every aspect of life. It focuses on exploring computing as a creative activity and investigates the key foundations of computing: abstraction, data, algorithms, and programming. It looks into how connectivity and the Internet have revolutionized computing and demonstrates the global impact that computing has achieved, and it reveals how a new student in computer science might become part of the computing future. Prerequisite(s): MATH 120 or higher.

Next he recommended we integrate a dual credit program with New Mexico State University when we have a high school program.

## **Dual Credit**

Students must be either a junior or senior in high school and enrolled in a public school district during the fall and winter in one-half or more of the minimum course requirements approved by PED for public school students in order to participate in dual credit courses.

Students must have a minimum 3.0 GPA and an ACT composite of 23 or an equivalent SAT score. Students who have not taken an ACT may submit PSAT or PLAN scores for review of eligibility for admission—ACT or SAT scores must be submitted by the next semester to continue in the dual credit program.

NMSU has final discretion to approve/disapprove eligibility of a student for admission and/or enrollment in courses for dual credit.

Academic Opportunities Academy will assist students in preparing for college by preparing our students to do well on the PSAT exams.

Next Dr. Tran and Ms. Galves reviewed the material presented below to be integrated into our computer programming curriculum. Most of this information came from the recommendations included in the book *Learning to Program Python the Hard Way* by Zed Shaw.

Both concurred that starting our program with Code.org and then Khan Academy would be a good start as both programs are designed for children and introduce children to the world of computer programming in an excellent manner.

They had not heard of TeamTreehouse.com, or CoderBytes.com. TeamTreehouse.com teaches a wide variety of computer programming languages on an online platform. Mark Casavantes has used it to try to learn to program in Python. CoderBytes.com offers a large selection of small computer programming tasks that are used in the hiring process by companies who hire computer programmers. You are awarded points if you can successfully solve the problem presented in 20 minutes or less. Mark has attempted their easiest problem and was not able to solve it within 20 minutes. Students would have to have a working knowledge of Python to solve these problems. After my presentation of these programs they believe it could be incorporated into a computer programming curriculum. TeamTreehouse.com should be placed prior to the CoderBytes.com in our scope and sequence.

Dr. Tran stated he frequently uses StackOverflow.com as a resource but it would not be appropriate for entry level computer programmers. He said he visits the site on almost a daily basis. StackOverflow.com is an online forum where computer programmers request and offer help regarding their computer programming projects. Most of the problems presented are from computer programmers in college programs or working in the field of computer programming. He said it provides excellent advice and suggestions on how to solve a variety of computer programming problems and some advice and knowledge could be obtained from StackOverflow.com by our students who have some experience programming.

A significant portion of our curriculum has been developed and the parts that have not been completely developed will be completed by January 1, 2016 or earlier. Academic Opportunities Academy believes it is best to let the New Mexico Public Education Department and the New Mexico Public Education Commissioners view our curriculum as complete as we can make it by the application due date.

## **Computer Graphics and Computer Art**

Computer Graphics and Computer Art is a year-long introductory course in computer generated art (also known as imaging). Computers, along with digital cameras, are the main art mediums. Utilizing the Elements of Art and Principles of Design, students will develop visual literacy skills, and a multicultural understanding of their place in art history. They will learn Adobe Photoshop, Adobe Illustrator, and other software programs. Upon completion of the course, students will have created a digital portfolio.



## **Computer Programming Enrichment Program**

Code.org

Code.org offers a great introduction into computer programming. They use drag and drop programming which allows students to program without worrying about entering their code exactly.

Khan Academy

Computer Science

Computer Programming

Although Khan Academy offers computer programming in JavaScript rather than Python we think Khan Academy is an excellent starting point for teaching students the basic concepts of computer programming.

### **Team Treehouse**

<https://teamtreehouse.com>

Team Treehouse offers videos, quizzes and projects to learn computer programming in a variety of computer programming languages. Treehouse's unique online teaching style makes learning easy for everyone. Treehouse prepares students for jobs or to improve their existing skills. Courses are available from introductory to advance. They use a real-world approach to projects helps you solidify the skills needed to survive in the modern job market.

<http://coderbyte.com/>

This web site offers short problems for computer programmers to solve in less than 20 minutes. The problems presented are similar to those employers use to test a programmer during the hiring process.

<http://stackoverflow.com/>

This web site permits students to post questions to their web site so the computer programming community can answer those questions. Students who are getting proficient can help other programming students by answering posted questions.

### **Additional Computer Programming Online Resources**

From the book Learn Python the Hard Way Third Edition by Zed. A Shaw has recommendations for additional study which are included below.

Python has no certifications but Django does and from what I understand Python and Django are similar or incorporate parts from each other, <https://docs.djangoproject.com/en/1.4/intro/tutorial01> and <https://www.djangoproject.com>.

For those who are interested in science, math and engineering applications using Python please refer to <http://dexy.it>.

For those who are interested in games using Python please refer to <http://www.pygame.org/news.html>.

Pandas is used for data manipulation and analysis and please refer to their website <http://pandas.pydata.org>.

The Natural Language Tool Kit is used to analyze written text and creating spam filters, and chat bots. Their website is <http://nltk.org>.

To learn the client side of Python please refer to <http://docs.python-requests.org/en/latest/index.html>.

SimpleCV is an open source framework for building computer vision applications. With it, you get access to several high-powered computer vision libraries such as OpenCV – without having to first learn about bit depths, file formats, color spaces, buffer management, eigenvalues, or matrix versus bitmap storage. Please refer to their website <http://simplecv.org>.

I have just learned about web scraping where information is obtained from web sites. Scrapy's website is <http://scrapy.org>. Google and Yahoo are not the only ones who can spider a web site, everyone can.

For those who wish to write 3D games refer to their website <http://www.panda3d.org>.

Kivy runs on Linux, Windows, OS X, Android and iOS. You can run the same code on all supported platforms.

It can use natively most inputs, protocols and devices including WM\_Touch, WM\_Pen, Mac OS X Trackpad and Magic Mouse, Mtdev, Linux Kernel HID, TUIO. A multi-touch mouse simulator is included. Please refer to their website <http://kivy.org>.

Sci-Kit-Learn is used for machine learning applications. Please refer to their website <http://scikit-learn.org/stable>.

Ren'Py is used for creating interactive fiction games. Ren'Py is a visual novel engine – used by hundreds of creators from around the world – that helps you use words, images, and sounds to tell interactive stories that run on computers and mobile devices. These can be both visual novels and life simulation games. The easy to learn script language allows anyone to efficiently write large visual novels, while its Python scripting is enough for complex simulation games. Please refer to their website <http://www.renpy.org>.

There are many other sources of computer programming instruction available on the web such as the resources found on the following web site <http://thenextweb.com/dd/2012/10/21/so-you-want-to-be-a-programmer-huh-heres-25-ways-to-learn-online/>.

### **First Time Freshmen**

You are eligible for regular admission to NMSU if you are a graduate of an accredited high school, have met the minimum high school course requirements listed below and meet one of the following GPA (grade point average)/test score requirements.

#### **Minimum high school course requirements**

Course	Units
English	4 units*
Mathematics	3 units**
Science	3 units***
Foreign Languages or Fine Arts	1 unit

\*Must include at least 2 units of composition, one of which must be a junior- or senior-level course.

\*\*From Algebra I, algebra II, geometry, trigonometry or advanced math.

\*\*\*Beyond general science, preferably lab sciences.

For students graduating high school in 2016 or later, see [NMSU's new minimum high school course requirements](#).

## Class of 2016 Requirements

### Minimum high school course requirements

Course	Units
English	4 units*
Mathematics	4 units**
Science	2 units beyond general science
Foreign Languages or Fine Arts	1 unit

\*Must include at least 2 units of writing-intensive courses, one of which must be a junior- or senior-level course.

\*\*Completion of Algebra 1, Geometry, Algebra 2 and one additional math course.

Students who meet the minimum high school requirements listed above, must meet **one** of the criteria below in order to be admissible:

- Cumulative high school grade point average of at least a 2.75
- Ranked in the top 20% of their graduating class
- ACT composite score of 21 or SAT score of 990

Applicants who meet all the requirements listed above will be offered admission to NMSU. An applicant who does not meet all the requirements may also be offered admission if a review of their application indicates that the student would be successful at NMSU.

We encourage all students to apply for admission to NMSU. When reviewing the admissibility of students, we consider many factors, including: high school GPA, test scores, dual credit coursework, leadership experience, community involvement, and other accomplishments. Applicants may be asked for additional information, including academic letters of recommendation, in support of their application.

### GPA/test score requirements

- A cumulative high school GPA of 2.5 or above, OR
- An ACT composite score of 21 or above (SAT of 990\* or above), OR
- A cumulative high school GPA of 2.0 or above and an ACT score of 20 or above (SAT of 950\* or above)

*\*NMSU uses combined scores from the critical reading and math portions of the SAT for admission and scholarship purposes.*

Note: All entering freshmen must submit official ACT or SAT scores before final admission is granted.

### ACT and SAT testing

- NMSU's ACT code is 2638 – see the [ACT website](#) for information and upcoming test dates.
- NMSU's SAT code is 4531 – see the [SAT website](#) for information and upcoming test dates.

### Provisional admission

Students who meet one of the regular admission GPA and/or test score requirements but are missing one of the minimum high school course requirements are eligible for provisional admission. Students who complete all course units and have a 2.25 GPA and 19 ACT (SAT 910) are eligible for provisional admission. Students who have received a GED may be considered for admission.

We hope this provides a general overview of those aspects of our curriculum that has not been completed and that the reviewers have a significant understanding our planning process and intent in our development of the areas not yet completed for our curriculum.





# Required Appendix A



# **The Correlation of PLATO® Curricula to Common Core State Standards**

## **Grades 6-12**

March 27, 2013

### **INTRODUCTION**

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Common Core State Standards: Grades 6-12, English Language Arts Standards, Grades 6-12.  
URL: <http://www.corestandards.org/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO Courses were used in this correlation report:

**PLATO® Course English 6, Semester A**  
**PLATO® Course English 6, Semester B**

PLATO Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.





## **Grades 6-12**

### **Reading: Literature**

#### **Grade 6**

##### **Key Ideas and Details**

**RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

PLATO Course English 6, Semester B

Writing an Expository Essay

Editing and Publishing

Taking Notes for a Research Report

Writing a Research Report

**RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**

PLATO Course English 6, Semester B

Taking Notes for a Research Report

**RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative

Writing Lab: Myth

Reading a Narrative

Introduction to Myths

Myths as Narratives

##### **Craft and Structure**

**RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.**

PLATO Course English 6, Semester A

Vocabulary in Context

**RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative

Writing Lab: Poems

Reading a Narrative

Introduction to Myths

Elements of Poetry  
Poetry and Figurative Language  
Writing a Poem

**RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.**

PLATO Courses are not available for this learning expectation.

### **Integration of Knowledge and Ideas**

**RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.**

PLATO Course English 6, Semester B  
Persuasive Essays

**RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.**

PLATO Course English 6, Semester B  
Taking Notes for a Research Report

### **Range of Reading and Level of Text Complexity**

**RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6h--8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

PLATO Course English 6, Semester A  
Writing Lab: Poems  
Elements of Poetry

## **Reading: Informational Text**

### **Grade 6**

#### **Key Ideas and Details**

**RI.6.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

PLATO Course English 6, Semester B

Writing an Expository Essay  
Editing and Publishing  
Introduction to Research Reports  
Taking Notes for a Research Report  
Writing a Research Report

**RI.6.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**

PLATO Course English 6, Semester B  
Expository Writing: How-to Paragraph  
Expository Writing: Compare/Contrast  
Expository Essays  
Supporting a Thesis  
Writing an Expository Essay  
Introduction to Research Reports  
Taking Notes for a Research Report  
Writing a Research Report

**RI.6.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**

PLATO Courses are not available for this learning expectation.

#### **Craft and Structure**

**RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**

PLATO Course English 6, Semester A  
Vocabulary in Context

**RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.**

PLATO Courses are not available for this learning expectation.

**RI.6.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**

PLATO Course English 6, Semester B  
Taking Notes for a Research Report

#### **Integration of Knowledge and Ideas**

**RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.**



PLATO Course English 6, Semester B  
Editing and Publishing  
Drafting a Research Report

**RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.**

PLATO Course English 6, Semester B  
Writing an Expository Essay  
Editing and Publishing  
Persuasive Writing  
Publishing a Persuasive Essay  
Taking Notes for a Research Report  
Writing a Research Report

**RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).**

PLATO Courses are not available for this learning expectation.

#### **Range of Reading and Level of Text Complexity**

**RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6--8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

PLATO Course English 6, Semester A  
Writing Lab: Poems  
Elements of Poetry

## **Writing**

### **Grade 6**

#### **Text Types and Purposes**

**W.6.1. Write arguments to support claims with clear reasons and relevant evidence.**

**W.6.1a. Introduce claim(s) and organize the reasons and evidence clearly.**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Introduction to Myths

**W.6.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Introduction to Myths

**W.6.1 c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Introduction to Myths

**W.6.1 d. Establish and maintain a formal style.**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Introduction to Myths

**W.6.1 e. Provide a concluding statement or section that follows from the argument presented.**

PLATO Course English 6, Semester B  
Writing Lab: Research Report  
Writing an Expository Essay  
PLATO Course English 6, Semester A  
Introduction to Writing  
Reading a Narrative II  
Introduction to Myths

**W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

**W.6.2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**

PLATO Course English 6, Semester A  
Writing Lab: Personal Narrative  
Introduction to Writing  
Reading a Narrative II  
Descriptive Writing  
Introduction to Myths  
Myths as Narratives  
PLATO Course English 6, Semester B  
Writing Lab: Expository Essay  
Writing Lab: Persuasive Essay  
Writing Lab: Research Report  
Expository Writing: How-to Paragraph

- Expository Writing: Compare/Contrast
- Expository Essays
- Supporting a Thesis
- Writing an Expository Essay
- Editing and Publishing
- Writing a Letter
- Persuasive Writing
- Persuasive Essays
- Introduction to Research Reports
- Writing a Research Report

**W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

- PLATO Course English 6, Semester B
  - Writing Lab: Expository Essay
  - Writing Lab: Research Report
  - Expository Writing: How-to Paragraph
  - Expository Writing: Compare/Contrast
  - Expository Essays
  - Supporting a Thesis
  - Writing an Expository Essay
  - Persuasive Writing
  - Persuasive Essays
  - Introduction to Research Reports
  - Writing a Research Report
- PLATO Course English 6, Semester A
  - Introduction to Writing

**W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.**

- PLATO Course English 6, Semester B
  - Writing Lab: Expository Essay
  - Writing Lab: Research Report
  - Expository Writing: How-to Paragraph
  - Expository Writing: Compare/Contrast
  - Writing an Expository Essay
  - Editing and Publishing
  - Persuasive Essays
  - Publishing a Persuasive Essay
  - Drafting a Research Report
  - Publishing a Research Report

**W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**

- PLATO Course English 6, Semester A



Poetry and Figurative Language

**W.6.2e. Establish and maintain a formal style.**

PLATO Course English 6, Semester B

Writing Lab: Letter

Writing Lab: Research Report

Supporting a Thesis

**W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.**

PLATO Course English 6, Semester B

Writing Lab: Research Report

Writing an Expository Essay

PLATO Course English 6, Semester A

Introduction to Writing

**W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

**W.6.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative

Writing Lab: Myth

Introduction to Writing

Introduction to Grammar

Reading a Narrative

Reading a Narrative II

Descriptive Writing

Planning a Narrative

Introduction to Myths

Myths as Narratives

Poetry and Figurative Language

PLATO Course English 6, Semester B

Supporting a Thesis

Editing and Publishing

Persuasive Essays

Publishing a Persuasive Essay

Drafting a Research Report

Publishing a Research Report

**W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

PLATO Course English 6, Semester A

- Reading a Narrative
- Reading a Narrative II
- Planning a Narrative
- Introduction to Myths
- Myths as Narratives

**W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.**

- PLATO Course English 6, Semester B
  - Writing Lab: Expository Essay
  - Writing Lab: Research Report
  - Expository Writing: How-to Paragraph
  - Expository Writing: Compare/Contrast
  - Writing an Expository Essay
  - Editing and Publishing
  - Persuasive Essays
  - Publishing a Persuasive Essay
  - Introduction to Research Reports
  - Drafting a Research Report
  - Publishing a Research Report
- PLATO Course English 6, Semester A
  - Reading a Narrative

**W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**

- PLATO Course English 6, Semester A
  - Writing Lab: Personal Narrative
  - Writing Lab: Myth
  - Reading a Narrative
  - Reading a Narrative II
  - Descriptive Writing
  - Planning a Narrative
  - Revising a Personal Narrative
  - Introduction to Myths
  - Myths as Narratives
  - Poetry and Figurative Language
- PLATO Course English 6, Semester B
  - Publishing a Research Report

**W.6.3e. Provide a conclusion that follows from the narrated experiences or events.**

- PLATO Course English 6, Semester B
  - Writing Lab: Research Report
  - Writing an Expository Essay

PLATO Course English 6, Semester A

Introduction to Writing  
Reading a Narrative  
Reading a Narrative II  
Planning a Narrative  
Introduction to Myths  
Myths as Narratives

**Production and Distribution of Writing**

**W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1--3 above.)**

PLATO Course English 6, Semester B

Writing Lab: Expository Essay  
Writing Lab: Letter  
Writing Lab: Research Report  
Supporting a Thesis  
Editing and Publishing  
Writing a Letter II

PLATO Course English 6, Semester A

Introduction to Writing  
Introduction to Grammar

**W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative  
Writing Lab: Myth  
Introduction to Writing  
Planning a Narrative  
Personal Narrative  
Introduction to Myths  
Myths as Narratives  
Publishing a Myth  
Writing a Poem

PLATO Course English 6, Semester B

Writing Lab: Persuasive Essay  
Writing Lab: Research Report  
Expository Writing: How-to Paragraph  
Expository Writing: Compare/Contrast  
Expository Essays  
Supporting a Thesis  
Writing an Expository Essay



- Editing and Publishing
- Writing a Letter II
- Persuasive Essays
- Introduction to Research Reports
- Writing a Research Report
- Publishing a Research Report

**W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.**

- PLATO Course English 6, Semester B
  - Editing and Publishing
  - Writing a Letter II
  - Publishing a Persuasive Essay
  - Introduction to Research Reports
  - Publishing a Research Report
- PLATO Course English 6, Semester A
  - Introduction to Writing
  - Revising a Personal Narrative
  - Publishing a Myth
  - Writing a Poem

#### **Research to Build and Present Knowledge**

**W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**

- PLATO Course English 6, Semester B
  - Writing Lab: Research Report
  - Introduction to Research Reports
  - Taking Notes for a Research Report
- PLATO Course English 6, Semester A
  - Introduction to Grammar

**W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**

- PLATO Course English 6, Semester B
  - Writing Lab: Research Report
  - Editing and Publishing
  - Introduction to Research Reports
  - Taking Notes for a Research Report
  - Writing a Research Report
  - Drafting a Research Report
- PLATO Course English 6, Semester A

#### Introduction to Grammar

**W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

- **W.6.9a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).**

PLATO Course English 6, Semester B  
Writing Lab: Research Report  
Introduction to Research Reports  
PLATO Course English 6, Semester A  
Introduction to Grammar

- **W.6.9b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).**

PLATO Course English 6, Semester B  
Writing Lab: Research Report  
Introduction to Research Reports  
PLATO Course English 6, Semester A  
Introduction to Grammar

#### Range of Writing

**W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

PLATO Course English 6, Semester B  
Writing Lab: Letter  
Writing Lab: Research Report  
Supporting a Thesis

#### Speaking & Listening

##### Grade 6

#### Comprehension and Collaboration

**SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**

**SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**

PLATO Courses are not available for this learning expectation.

**SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.**

PLATO Courses are not available for this learning expectation.

**SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.**

PLATO Courses are not available for this learning expectation.

**SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**

PLATO Course English 6, Semester B  
Editing and Publishing  
Taking Notes for a Research Report

**SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.**

PLATO Courses are not available for this learning expectation.

**SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**

PLATO Course English 6, Semester B  
Persuasive Writing  
Persuasive Essays

### **Presentation of Knowledge and Ideas**

**SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation**

PLATO Course English 6, Semester B  
Expository Essays  
Supporting a Thesis  
Editing and Publishing



**SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**

PLATO Courses are not available for this learning expectation.

**SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

PLATO Course English 6, Semester B

Writing a Letter

Writing a Letter II

Writing a Research Report

PLATO Course English 6, Semester A

Introduction to Writing

## Language

### Grade 6

#### Conventions of Standard English

**L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).**

PLATO Course English 6, Semester A

Myths as Narratives

**L.6.1b. Use intensive pronouns (e.g., myself, ourselves).**

PLATO Course English 6, Semester A

Myths as Narratives

**L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person**

PLATO Course English 6, Semester A

Myths as Narratives

**L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative

Writing Lab: Myth

Reading a Narrative

Revising a Personal Narrative

Myths as Narratives

Publishing a Myth

Writing a Poem

PLATO Course English 6, Semester B  
Writing Lab: Expository Essay  
Editing and Publishing  
Publishing a Persuasive Essay  
Publishing a Research Report

**L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.**

PLATO Course English 6, Semester B  
Editing and Publishing  
Publishing a Persuasive Essay  
Publishing a Research Report  
PLATO Course English 6, Semester A  
Introduction to Writing  
Publishing a Myth  
Writing a Poem

**L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.**

PLATO Course English 6, Semester B  
Writing Lab: Letter  
Writing an Expository Essay  
Writing a Letter  
Writing a Letter II

**L.6.2b. Spell correctly**

PLATO Course English 6, Semester A  
Writing Lab: Personal Narrative  
Writing Lab: Myth  
Introduction to Writing  
Myths as Narratives  
Publishing a Myth  
Writing a Poem  
PLATO Course English 6, Semester B  
Writing Lab: Persuasive Essay  
Writing Lab: Research Report  
Editing and Publishing  
Writing a Letter II  
Persuasive Essays  
Publishing a Research Report

**Knowledge of Language**

**L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style**

PLATO Course English 6, Semester B  
Writing Lab: Research Report  
PLATO Course English 6, Semester A  
Introduction to Writing

**L.6.3b. Maintain consistency in style and tone**

PLATO Course English 6, Semester B  
Persuasive Essays  
Publishing a Persuasive Essay  
Drafting a Research Report

### **Vocabulary Acquisition and Use**

**L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

**L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**

PLATO Course English 6, Semester A  
Vocabulary in Context

**L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).**

PLATO Course English 6, Semester A  
Vocabulary Parts and Origins

**L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

PLATO Course English 6, Semester A  
Introduction to Grammar  
Vocabulary in Context  
Revising a Personal Narrative  
Writing a Poem

**L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**



PLATO Course English 6, Semester A  
Vocabulary in Context

**L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.6.5a. Interpret figures of speech (e.g., personification) in context**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Descriptive Writing  
Personal Narrative  
Revising a Personal Narrative  
Poetry and Figurative Language  
Writing a Poem

**L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.**

PLATO Courses are not available for this learning expectation.

**L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).**

PLATO Course English 6, Semester A  
Vocabulary in Context

**L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

PLATO Course English 6, Semester A  
Vocabulary in Context  
Vocabulary Parts and Origins



# **The Correlation of PLATO® Course to New Mexico Content Standards 2003 (NMCS) Language Arts**

July 30, 2006

## **Introduction**

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO® English 7 Course's instructional activities that correlate to the New Mexico Content Standards 2003, Language Arts. URL: <http://www.nmlites.org/standards/index.html>.

If PLATO Courses are not available for the specific learning expectation, the PWLN Management Tool can incorporate district supplemental materials and websites to address the objective.

The following PLATO® Course was used in this correlation report:

**PLATO® Course English 7, Semester A**  
**PLATO® Course English 7, Semester B**

**PLATO® Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.**

**Real learning. Real results.™**

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**I: Reading and Listening for Comprehension - Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

**Grade 07**

**A. Listen to, read, react to, and interpret information**

**1. Narrate an account (e.g., news story, historical episode) that creates a coherent organizing structure appropriate to purpose, audience, and context and that orients and engages the reader.**

**PLATO Courses are not available for this learning expectation.**

**2. Respond to informational materials that are read, heard, or viewed by:**

summarizing the information

determining the importance of the information

making connections to related topics/information

monitoring comprehension

drawing inferences

generating questions

**PLATO® Course English 7, Semester A**

**Unit 2- Facing Challenges**

**Asking and Answering Questions - Serengeti**

**Unit 3- Human Ingenuity**

**Tracking Your Understanding - Mount Everest**

**Oral and Written Summaries**

**3. Identify the effect of literary devices such as figurative language, diction, dialogue, and description.**

**PLATO® Course English 7, Semester B**

**Unit 1- Poetry Workshop**

**Similies (ERS)**

**Unit 2- Convictions**

**Idioms (ERS)**

**Unit 3- Beyond Stereotypes**

**Authors' Techniques**

**B. Gather and use information for research and other purposes**

**1. Use a variety of resources to express individual perspectives in response to personal, social, cultural, and historical issues.**

**PLATO Courses are not available for this learning expectation.**

**2. Interpret and synthesize information by responding to information that is read, heard, or viewed.**

**PLATO Courses are not available for this learning expectation.**





**3. Develop informational products and/or presentations that cite multiple print and non-print sources by:**

**identifying and using appropriate primary and secondary sources**

**comparing, contrasting, and evaluating information from different sources about the same topic**

**evaluating information for extraneous details, inconsistencies, relevant facts, and organization**

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**

**First Draft**

**PLATO® Course English 7, Semester B**

**Unit 3- Beyond Stereotypes**

**Stereotypes, Biases, and Generalizations**

**Unit 4- Research Project**

**Going Deeper with Your Research**

**Conducting Research**

**4. Examine critical relationships between and among elements of a research topic.**

**PLATO Courses are not available for this learning expectation.**

### **C. Apply critical thinking skills to analyze information**

**1. Use the problem-solving process to refine understanding by:**

**analyzing problems and solutions within various texts and situations**

**utilizing the problem-solving process within various contexts and situations**

**constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details**

**PLATO® Course English 7, Semester A**

**Unit 2- Facing Challenges**

**Asking and Answering Questions - Serengeti**

**Unit 3- Human Ingenuity**

**Tracking Your Understanding - Mount Everest**

**Unit 4- Writer's Workshop**

**First Draft**

**PLATO® Course English 7, Semester B**

**Unit 4- Research Project**

**Asking Research Questions**

**Going Deeper with Your Research**

**2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:**

**stating a firm judgment**

**justifying the judgment with logical, relevant reasons, clear examples, and supporting details**

**creating an organizing structure appropriate to purpose, audience, and context**



**PLATO® Course English 7, Semester A**

**Unit 3- Human Ingenuity**

**Finding What's Important - Chauvet Cave**

**Finding What's Important**

**Finding Main Ideas 1 (ERS)**

**Finding Main Ideas 2 (ERS)**

**3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author's intent.**

**PLATO® Course English 7, Semester B**

**Unit 1- Poetry Workshop**

**Similies (ERS)**

**Unit 3- Beyond Stereotypes**

**Authors' Techniques**

**4. Interpret universal themes, values, and conflicts in a selection.**

**PLATO® Course English 7, Semester A**

**Unit 1- Courage and Survival**

**Themes in Literature**

**D. Demonstrate competence in the skills and strategies of the reading process**

**1. Respond to various texts and literary selections using interpretive and evaluative reading processes by:**

**reading a variety of literary and other texts (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems)**

**analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work**

**analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution**

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**

**Taking Notes**

**2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written.**

**PLATO Courses are not available for this learning expectation.**

**3. Accurately identify author's purpose and perspective.**

**PLATO® Course English 7, Semester B**

**Unit 2- Convictions**

**Author's Purpose**

**Unit 3- Beyond Stereotypes**

**Authors' Techniques**

**4. Use knowledge of context and vocabulary to understand informational text.**

**PLATO® Course English 7, Semester A**

**Unit 3- Human Ingenuity**

**Being a Word Detective (ERS)**



**PLATO® Course English 7, Semester B**  
**Unit 4- Research Project**  
**Word Study**

**2: Writing and Speaking for Expression - Students will communicate effectively through speaking and writing.**

**A. Use speaking as an interpersonal communication tool**

- 1. Choose precise and engaging language, well suited to the topic and audience.**

**PLATO Courses are not available for this learning expectation.**

- 2. Use figurative language and a variety of speech patterns.**

**PLATO® Course English 7, Semester B**  
**Unit 1- Poetry Workshop**  
**Similies (ERS)**

**Unit 2- Convictions**  
**Idioms (ERS)**

- 3. Choose between standard and non-standard English dialects as appropriate for the topic, purpose, and audience.**

**PLATO Courses are not available for this learning expectation.**

- 4. Interact in group discussions by:**

**offering personal opinions confidently without dominating**

**giving valid reasons that support opinions**

**soliciting and considering others' opinions**

**PLATO® Course English 7, Semester B**  
**Unit 3- Beyond Stereotypes**  
**Group Discussions**

- 5. Express individual perspective in response to personal, social, cultural, and historical issues.**

**PLATO Courses are not available for this learning expectation.**

**B. Apply grammatical and language conventions to communicate**

- 1. Place modifiers properly and use the active voice.**

**PLATO Courses are not available for this learning expectation.**

- 10. Analyze the effect on the viewer of images, text, and sound in electronic journalism.**

**PLATO® Course English 7, Semester B**  
**Unit 3- Beyond Stereotypes**  
**Advertising Strategies**

- 11. Provide constructive feedback to a speaker concerning a speech's content, delivery, and overall impact.**

**PLATO Courses are not available for this learning expectation.**

- 12. Proofread, listen to, and monitor self to correct errors.**





**PLATO Courses are not available for this learning expectation.**

- 2. Identify and use infinitives and participles and make clear references between pronouns and antecedents.**

**PLATO Courses are not available for this learning expectation.**

- 3. Identify all parts of speech and types and structure of sentences.**

**PLATO® Course English 7, Semester A**

**Unit 1- Courage and Survival**  
**Choosing "Who" or "That"**

**Unit 2- Facing Challenges**  
**Tenses of Regular Verbs (ERS)**

**Unit 3- Human Ingenuity**  
**Nouns, Verbs, and Pronouns**  
**Adverbs and Adjectives**  
**Prepositions, Conjunctions, and Interjections**

- 4. Punctuate by correctly using hyphens, dashes, brackets, and semicolons.**

**PLATO® Course English 7, Semester B**

**Unit 2- Convictions**  
**Punctuate It!**

- 5. Spell derivatives correctly by applying the spellings of bases and affixes.**

**PLATO® Course English 7, Semester A**

**Unit 1- Courage and Survival**  
**Negative Prefixes (ERS)**  
**Prefixes (ERS)**  
**Prefixes of Number (ERS)**  
**Roots and Affixes**

**PLATO® Course English 7, Semester B**

**Unit 4- Research Project**  
**Spelling Strategies**

- 6. Use a variety of sentences correctly by punctuating them properly and avoiding fragments and run-ons.**

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**  
**Choosing Words Carefully**  
**Varying Your Sentences**

**PLATO® Course English 7, Semester B**

**Unit 2- Convictions**  
**Fixing Sentence Fragments - Prepositional Phrases**

- 7. Apply the parts of speech to clarify language usage.**

**PLATO Courses are not available for this learning expectation.**

- 8. Choose language that is precise, engaging, and well suited to the topic and audience in a variety of oral presentations.**

**PLATO Courses are not available for this learning expectation.**

- 9. Use figurative language and varying speech patterns to convey meaning.**



**PLATO® Course English 7, Semester B**

**Unit 1- Poetry Workshop**

**Similies (ERS)**

**Unit 2- Convictions**

**Idioms (ERS)**

**C. Demonstrate competence in the skills and strategies of the writing process**

1. Express individual perspectives in written response to personal, social, cultural, and historical issues.

**PLATO Courses are not available for this learning expectation.**

2. Differentiate shades of meaning and multiple meanings of words.

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**

**Denotations and Connotations**

**PLATO® Course English 7, Semester B**

**Unit 4- Research Project**

**Word Study**

3. Produce research reports and technical writings that communicate information effectively to a specific audience.

**PLATO Courses are not available for this learning expectation.**

4. Compose a variety of writings that develop sentence fluency to communicate ideas and information clearly using a variety of multimedia technologies.

**PLATO Courses are not available for this learning expectation.**

**3: Literature and Media - Students will use literature and media to develop an understanding of people, societies, and the self.**

**A. Use language, literature, and media to understand various social and cultural perspectives**

1. Identify and analyze recurring themes (e.g., value of bravery, loyalty, friendship) across works from a variety of cultures.

**PLATO® Course English 7, Semester A**

**Unit 1- Courage and Survival**

**Themes in Literature**

2. Analyze themes and central ideas in literature and media in relation to personal issues and experiences.

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**

**Taking Notes**

3. Analyze a range of responses to literary works and determine the extent to which the literary characteristics of a society/culture shaped those responses.

**PLATO Courses are not available for this learning expectation.**

**B. Identify ideas and make connections among literary works**



**1. Identify examples of distortion and stereotype in literary works.**

**PLATO® Course English 7, Semester B  
Unit 3- Beyond Stereotypes  
Stereotypes, Biases, and Generalizations  
Advertising Strategies**

**2. Identify recurring themes in literary works.**

**PLATO® Course English 7, Semester A  
Unit 1- Courage and Survival  
Themes in Literature**

**3. Critique the credibility of characterizations and the degree to which a plot is contrived or realistic.**

**PLATO® Course English 7, Semester A  
Unit 1- Courage and Survival  
Plot Development**





# **The Correlation of PLATO® Curricula to Common Core State Standards: Grades 6-12**

July 01, 2013

## **INTRODUCTION**

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Common Core State Standards: Grades 6-12, English Language Arts Standards, Grades 6-12. URL: <http://www.corestandards.org/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courseware was used in this correlation report:

**PLATO® Course English 8, Semester A v2.0**

**PLATO® Course English 8, Semester B v2.0**

PLATO Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

## **Grades 6-12**

### **Reading: Literature**

#### **Grade 8**

#### **Key Ideas and Details**

**RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project

- Drawing Conclusions (ERS)
- Separating Facts from Opinions
- Finding What's Important in Information
- Finding What's Important in More Information
- Main Ideas and Supporting Details
- Unit 2 - Persuasion
  - Supporting Arguments
- Unit 3 - Mythology
  - Comparison and Contrast Essays
- PLATO Course English 8, Semester A v2.0
- Unit 3 - Heritage
  - Reading Between the Lines in Information
  - Picturing What You Read When You Read Stories

**RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**

- PLATO Course English 8, Semester A v2.0
- Unit 3 - Heritage
  - Summarizing Stories
  - Summarizing Information
  - Summarizing More Information
  - Summarizing Text
- Unit 1 - Who I Am, Who I Want to Be
  - Elements of Plot
  - Literature--Historical Context
- PLATO Course English 8, Semester B v2.0
- Unit 1 - Plays
  - Paraphrasing Text
  - Analyzing Plays

**RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision**

- PLATO Course English 8, Semester A v2.0
- Unit 1 - Who I Am, Who I Want to Be
  - Elements of Plot
- PLATO Course English 8, Semester B v2.0
- Unit 1 - Plays
  - Analyzing Plays

**Craft and Structure**

**RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Homonyms (ERS)  
Analyzing Word Choice  
Unit 1 - Plays  
Idioms  
Unit 4 - Research Project  
Choosing It's/Its, Accept/Except, and Than/Then  
PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Using Context Clues  
Using the Dictionary  
Unit 2 - Poetry Workshop  
Figurative Language  
Unit 4 - Writer's Workshop  
Classifications, Denotations, and Connotations

**RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.**

PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Literature--Historical Context  
PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Epic Tales  
Writing Effective Transitions  
Unit 4 - Research Project  
Collaborative Research--Research and Writing  
Collaborative Research--Documenting Sources

**RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.**

PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Elements of Plot



## Integration of Knowledge and Ideas

**RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.**

PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project  
Finding Information on the Internet

**RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new**

PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Literature--Historical Context  
PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Epic Tales

## Range of Reading and Level of Text Complexity

**RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**

PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Elements of Plot  
Unit 2 - Poetry Workshop  
Analyzing Poetry  
PLATO Course English 8, Semester B v2.0  
Unit 1 - Plays  
Analyzing Plays  
Writing Plays--Past, Present, and Future  
Unit 2 - Persuasion  
Author's Purpose  
Unit 3 - Mythology  
Epic Tales  
Mythology across Cultures  
Unit 4 - Research Project  
Main Ideas and Supporting Details



## **Reading: Informational Text**

### **Grade 8**

#### **Key Ideas and Details**

**RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Unit 2 - Persuasion

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information

**RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Unit 1 - Plays

Paraphrasing Text

Unit 2 - Persuasion

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information

Reading Between the Lines in More Information  
Summarizing Stories  
Summarizing Information  
Summarizing More Information  
Picturing What You Read When You Read Stories  
Summarizing Text

**RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**

PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project  
Separating Facts from Opinions  
Unit 3 - Mythology  
Epic Tales  
Writing Effective Transitions

### **Craft and Structure**

**RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Homonyms (ERS)  
Analyzing Word Choice  
Unit 1 - Plays  
Idioms  
Unit 4 - Research Project  
Choosing It's/Its, Accept/Except, and Than/Then  
PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Using Context Clues  
Using the Dictionary  
Unit 4 - Writer's Workshop  
Classifications, Denotations, and Connotations

**RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.**

PLATO Course English 8, Semester B v2.0



Unit 3 - Mythology  
Writing Effective Transitions

**RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.**

PLATO Course English 8, Semester A v2.0  
Unit 3 - Heritage  
Summarizing Stories  
Summarizing Information  
Summarizing More Information  
Unit 1 - Who I Am, Who I Want to Be  
Elements of Plot  
PLATO Course English 8, Semester B v2.0  
Unit 2 - Persuasion  
Author's Purpose

**Integration of Knowledge and Ideas**

**RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.**

PLATO Course English 8, Semester A v2.0  
Unit 2 - Poetry Workshop  
Writing Poetry  
Unit 4 - Writer's Workshop  
Writing Informational Compositions  
PLATO Course English 8, Semester B v2.0  
Unit 1 - Plays  
Analyzing Plays  
Writing Plays--Past, Present, and Future  
Unit 2 - Persuasion  
Participating in a Group Discussion  
Preparing a Speech  
Unit 4 - Research Project  
Collaborative Research--Research and Writing  
Collaborative Research--Oral Presentation  
Finding Information on the Internet  
Using Your Own Words to Develop Ideas

**RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is**

**relevant and sufficient; recognize when irrelevant evidence is introduced.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Collaborative Research--Research and Writing

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information

**RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.**

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Summarizing Stories

Summarizing Information

Summarizing More Information

Unit 1 - Who I Am, Who I Want to Be

Literature--Historical Context

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Unit 4 - Research Project

Collaborative Research--Research and Writing

Collaborative Research--Documenting Sources

Unit 3 - Mythology

Writing Effective Transitions

**Range of Reading and Level of Text Complexity**

**RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.**

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Unit 4 - Research Project

Main Ideas and Supporting Details

## **Writing**

### **Grade 8**

#### **Text Types and Purposes**

**W.8.1. Write arguments to support claims with clear reasons and relevant evidence.**

- **W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Using Published Writing as a Model

Unit 4 - Writer's Workshop

Writing Strong Introductions

- **W.8.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

Unit 4 - Research Project

Collaborative Research--Research and Writing

Using Your Own Words to Develop Ideas



- **W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

Unit 3 - Mythology

Analyzing Word Choice

Comparison and Contrast Essays

- **W.8.1d. Establish and maintain a formal style.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Unit 4 - Writer's Workshop

Writing Strong Introductions

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Using a Checklist to Proofread Your Work - Intermediate

Unit 2 - Persuasion

Choosing Pronoun Forms

- **W.8.1e. Provide a concluding statement or section that follows from and supports the argument presented.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Using Published Writing as a Model

Unit 4 - Writer's Workshop

Writing Strong Introductions

**2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

- **W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Writing a Persuasive Essay

PLATO Course English 8, Semester A v2.0

Unit 4 - Writer's Workshop

Writing Strong Introductions

- **W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Unit 2 - Persuasion

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Using Published Writing as a Model

- **W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

Writing Effective Transitions

PLATO Course English 8, Semester A v2.0

Unit 4 - Writer's Workshop

Combining Sentences to Make Your Writing Interesting

- **W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

Unit 3 - Mythology

Analyzing Word Choice

- **W.8.2e. Establish and maintain a formal style.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Unit 4 - Writer's Workshop

Writing Strong Introductions

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

- **W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Using Published Writing as a Model

Unit 4 - Writer's Workshop

Writing Strong Introductions

**W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

- **W.8.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Summarizing Stories

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Writing a Script

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

- **W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**



PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Writing Plays--Past, Present, and Future

- **W.8.3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Unit 4 - Writer's Workshop

Combining Sentences to Make Your Writing Interesting

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Unit 3 - Mythology

Comparison and Contrast Essays

Writing Effective Transitions

- **W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

Unit 2 - Poetry Workshop

Writing Poetry

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

- **W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage  
Using Published Writing as a Model  
Unit 4 - Writer's Workshop  
Writing Strong Introductions

### **Production and Distribution of Writing**

**W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

Unit 2 - Poetry Workshop

Writing Poetry

Unit 4 - Writer's Workshop

Writing Strong Introductions

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

**W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Summarizing Text

Unit 4 - Writer's Workshop

Writing and Revising Informational Compositions

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Writing Plays--Past, Present, and Future

Unit 2 - Persuasion

Writing a Persuasive Essay

Unit 4 - Research Project

Using a Checklist to Proofread Your Work - Intermediate

**W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.**

PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project  
Collaborative Research--Research and Writing  
Finding Information on the Internet

### **Research to Build and Present Knowledge**

**W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**

PLATO Course English 8, Semester A v2.0  
Unit 4 - Writer's Workshop  
Writing Informational Compositions  
PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project  
Collaborative Research--Research and Writing  
Collaborative Research--Documenting Sources  
Using Your Own Words to Develop Ideas

**W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**

PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project  
Collaborative Research--Documenting Sources  
Using Your Own Words to Develop Ideas

**W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

- **W.8.9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).**

PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Writing a Script  
PLATO Course English 8, Semester B v2.0



Unit 4 - Research Project  
Fact and Opinion

- **W.8.9b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Collaborative Research--Research and Writing

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information

Picturing What You Read When You Read Stories

**Range of Writing**

**W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

Unit 2 - Poetry Workshop

Writing Poetry

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

**Speaking & Listening**

## Grade 8

### Comprehension and Collaboration

**SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

- **SL.8.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Participating in a Group Discussion

- **SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Participating in a Group Discussion

- **SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Participating in a Group Discussion

- **SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Participating in a Group Discussion

**SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

Unit 2 - Poetry Workshop

Writing Poetry

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

**SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Collaborative Research--Research and Writing

Collaborative Research--Oral Presentation

Finding Information on the Internet

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Participating in a Group Discussion

Preparing a Speech

Unit 3 - Mythology

Analyzing Word Choice

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information

Picturing What You Read When You Read Stories

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Unit 2 - Poetry Workshop

Writing Poetry

**Presentation of Knowledge and Ideas**



**SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.**

PLATO Course English 8, Semester A v2.0  
Unit 2 - Poetry Workshop  
Writing Poetry  
PLATO Course English 8, Semester B v2.0  
Unit 1 - Plays  
Analyzing Plays  
Unit 2 - Persuasion  
Preparing a Speech  
Unit 4 - Research Project  
Collaborative Research--Oral Presentation

**SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.**

PLATO Course English 8, Semester A v2.0  
Unit 2 - Poetry Workshop  
Writing Poetry  
PLATO Course English 8, Semester B v2.0  
Unit 1 - Plays  
Analyzing Plays  
Writing Plays--Past, Present, and Future  
Unit 2 - Persuasion  
Participating in a Group Discussion  
Preparing a Speech  
Unit 4 - Research Project  
Collaborative Research--Research and Writing  
Collaborative Research--Oral Presentation

**SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

PLATO Course English 8, Semester A v2.0  
Unit 2 - Poetry Workshop  
Writing Poetry  
PLATO Course English 8, Semester B v2.0  
Unit 2 - Persuasion  
Preparing a Speech

**Language**

## Grade 8

### Conventions of Standard English

#### **L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- **L.8.1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.**

PLATO Modules are not available for this learning expectation.

- **L.8.1b. Form and use verbs in the active and passive voice.**

PLATO Course English 8, Semester A v2.0

Unit 4 - Writer's Workshop

Parallelism

Writing and Revising Informational Compositions

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Writing Plays--Past, Present, and Future

- **L.8.1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.**

PLATO Modules are not available for this learning expectation.

- **L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.**

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Writing Plays--Past, Present, and Future

#### **L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- **L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.**

PLATO Course English 8, Semester A v2.0

Unit 2 - Poetry Workshop

Putting Commas and Periods inside Quotation Marks

- **L.8.2b. Use an ellipsis to indicate an omission**

PLATO Modules are not available for this learning expectation.

- **L.8.2c. Spell correctly.**

PLATO Course English 8, Semester A v2.0  
Unit 3 - Heritage  
Summarizing Text

### **Knowledge of Language**

**L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

- **L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).**

PLATO Course English 8, Semester A v2.0  
Unit 4 - Writer's Workshop  
Sentences, Phrases, and Clauses  
Writing and Revising Informational Compositions

### **Vocabulary Acquisition and Use**

**L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**

- **L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**

PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Homonyms (ERS)  
Analyzing Word Choice  
Unit 1 - Plays  
Idioms  
Unit 4 - Research Project  
Choosing It's/Its, Accept/Except, and Than/Then  
PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be



Using Context Clues  
Using the Dictionary

- **L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Using Prefix Clues

Word Parts

Unit 3 - Heritage

Foreign Words and Phrases

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Etymology

- **L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Homonyms (ERS)

Unit 2 - Persuasion

Etymology

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Using the Dictionary

- **L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Homonyms (ERS)

Analyzing Word Choice

Epic Tales

Unit 1 - Plays

Idioms

Unit 4 - Research Project

Using a Checklist to Proofread Your Work - Intermediate

Choosing It's/Its, Accept/Except, and Than/Then

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Using Context Clues

Using the Dictionary

Writing a Script

Unit 2 - Poetry Workshop

Figurative Language

Analyzing Poetry

Writing Poetry

**L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

- **L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

Unit 2 - Poetry Workshop

Figurative Language

Analyzing Poetry

Writing Poetry

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Idioms

Unit 3 - Mythology

Epic Tales

- **L.8.5b. Use the relationship between particular words to better understand each of the words**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Synonyms and Antonyms

Finding Information on the Internet

- **L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).**

PLATO Course English 8, Semester A v2.0

Unit 4 - Writer's Workshop

Classifications, Denotations, and Connotations

**L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

PLATO Course English 8, Semester A v2.0  
Unit 4 - Writer's Workshop  
Classifications, Denotations, and Connotations  
PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project  
Synonyms and Antonyms





# **The Correlation of PLATO® Curricula to Common Core State Standards**

## **Grades 6-12**

March 27, 2013

### **INTRODUCTION**

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Common Core State Standards: Grades 6-12, English Language Arts Standards, Grades 6-12.  
URL: <http://www.corestandards.org/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO Courses were used in this correlation report:

**PLATO® Course English 6, Semester A**  
**PLATO® Course English 6, Semester B**

PLATO Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.



## **Grades 6-12**

### **Reading: Literature**

#### **Grade 6**

##### **Key Ideas and Details**

**RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

PLATO Course English 6, Semester B

Writing an Expository Essay

Editing and Publishing

Taking Notes for a Research Report

Writing a Research Report

**RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**

PLATO Course English 6, Semester B

Taking Notes for a Research Report

**RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative

Writing Lab: Myth

Reading a Narrative

Introduction to Myths

Myths as Narratives

##### **Craft and Structure**

**RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.**

PLATO Course English 6, Semester A

Vocabulary in Context

**RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative

Writing Lab: Poems

Reading a Narrative

Introduction to Myths

Elements of Poetry  
Poetry and Figurative Language  
Writing a Poem

**RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.**

PLATO Courses are not available for this learning expectation.

### **Integration of Knowledge and Ideas**

**RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.**

PLATO Course English 6, Semester B  
Persuasive Essays

**RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.**

PLATO Course English 6, Semester B  
Taking Notes for a Research Report

### **Range of Reading and Level of Text Complexity**

**RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6h--8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

PLATO Course English 6, Semester A  
Writing Lab: Poems  
Elements of Poetry

## **Reading: Informational Text**

### **Grade 6**

#### **Key Ideas and Details**

**RI.6.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

PLATO Course English 6, Semester B



Writing an Expository Essay  
Editing and Publishing  
Introduction to Research Reports  
Taking Notes for a Research Report  
Writing a Research Report

**RI.6.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**

PLATO Course English 6, Semester B  
Expository Writing: How-to Paragraph  
Expository Writing: Compare/Contrast  
Expository Essays  
Supporting a Thesis  
Writing an Expository Essay  
Introduction to Research Reports  
Taking Notes for a Research Report  
Writing a Research Report

**RI.6.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**

PLATO Courses are not available for this learning expectation.

#### **Craft and Structure**

**RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**

PLATO Course English 6, Semester A  
Vocabulary in Context

**RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.**

PLATO Courses are not available for this learning expectation.

**RI.6.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**

PLATO Course English 6, Semester B  
Taking Notes for a Research Report

#### **Integration of Knowledge and Ideas**

**RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.**

PLATO Course English 6, Semester B  
Editing and Publishing  
Drafting a Research Report

**RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.**

PLATO Course English 6, Semester B  
Writing an Expository Essay  
Editing and Publishing  
Persuasive Writing  
Publishing a Persuasive Essay  
Taking Notes for a Research Report  
Writing a Research Report

**RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).**

PLATO Courses are not available for this learning expectation.

#### **Range of Reading and Level of Text Complexity**

**RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6--8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

PLATO Course English 6, Semester A  
Writing Lab: Poems  
Elements of Poetry

## **Writing**

### **Grade 6**

#### **Text Types and Purposes**

**W.6.1. Write arguments to support claims with clear reasons and relevant evidence.**

**W.6.1a. Introduce claim(s) and organize the reasons and evidence clearly.**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Introduction to Myths

**W.6.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Introduction to Myths

**W.6.1 c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Introduction to Myths

**W.6.1 d. Establish and maintain a formal style.**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Introduction to Myths

**W.6.1 e. Provide a concluding statement or section that follows from the argument presented.**

PLATO Course English 6, Semester B  
Writing Lab: Research Report  
Writing an Expository Essay  
PLATO Course English 6, Semester A  
Introduction to Writing  
Reading a Narrative II  
Introduction to Myths

**W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

**W.6.2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**

PLATO Course English 6, Semester A  
Writing Lab: Personal Narrative  
Introduction to Writing  
Reading a Narrative II  
Descriptive Writing  
Introduction to Myths  
Myths as Narratives  
PLATO Course English 6, Semester B  
Writing Lab: Expository Essay  
Writing Lab: Persuasive Essay  
Writing Lab: Research Report  
Expository Writing: How-to Paragraph



- Expository Writing: Compare/Contrast
- Expository Essays
- Supporting a Thesis
- Writing an Expository Essay
- Editing and Publishing
- Writing a Letter
- Persuasive Writing
- Persuasive Essays
- Introduction to Research Reports
- Writing a Research Report

**W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

- PLATO Course English 6, Semester B
  - Writing Lab: Expository Essay
  - Writing Lab: Research Report
  - Expository Writing: How-to Paragraph
  - Expository Writing: Compare/Contrast
  - Expository Essays
  - Supporting a Thesis
  - Writing an Expository Essay
  - Persuasive Writing
  - Persuasive Essays
  - Introduction to Research Reports
  - Writing a Research Report
- PLATO Course English 6, Semester A
  - Introduction to Writing

**W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.**

- PLATO Course English 6, Semester B
  - Writing Lab: Expository Essay
  - Writing Lab: Research Report
  - Expository Writing: How-to Paragraph
  - Expository Writing: Compare/Contrast
  - Writing an Expository Essay
  - Editing and Publishing
  - Persuasive Essays
  - Publishing a Persuasive Essay
  - Drafting a Research Report
  - Publishing a Research Report

**W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**

- PLATO Course English 6, Semester A

Poetry and Figurative Language

**W.6.2e. Establish and maintain a formal style.**

PLATO Course English 6, Semester B

Writing Lab: Letter

Writing Lab: Research Report

Supporting a Thesis

**W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.**

PLATO Course English 6, Semester B

Writing Lab: Research Report

Writing an Expository Essay

PLATO Course English 6, Semester A

Introduction to Writing

**W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

**W.6.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative

Writing Lab: Myth

Introduction to Writing

Introduction to Grammar

Reading a Narrative

Reading a Narrative II

Descriptive Writing

Planning a Narrative

Introduction to Myths

Myths as Narratives

Poetry and Figurative Language

PLATO Course English 6, Semester B

Supporting a Thesis

Editing and Publishing

Persuasive Essays

Publishing a Persuasive Essay

Drafting a Research Report

Publishing a Research Report

**W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

PLATO Course English 6, Semester A

- Reading a Narrative
- Reading a Narrative II
- Planning a Narrative
- Introduction to Myths
- Myths as Narratives

**W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.**

- PLATO Course English 6, Semester B
  - Writing Lab: Expository Essay
  - Writing Lab: Research Report
  - Expository Writing: How-to Paragraph
  - Expository Writing: Compare/Contrast
  - Writing an Expository Essay
  - Editing and Publishing
  - Persuasive Essays
  - Publishing a Persuasive Essay
  - Introduction to Research Reports
  - Drafting a Research Report
  - Publishing a Research Report
- PLATO Course English 6, Semester A
  - Reading a Narrative

**W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**

- PLATO Course English 6, Semester A
  - Writing Lab: Personal Narrative
  - Writing Lab: Myth
  - Reading a Narrative
  - Reading a Narrative II
  - Descriptive Writing
  - Planning a Narrative
  - Revising a Personal Narrative
  - Introduction to Myths
  - Myths as Narratives
  - Poetry and Figurative Language
- PLATO Course English 6, Semester B
  - Publishing a Research Report

**W.6.3e. Provide a conclusion that follows from the narrated experiences or events.**

- PLATO Course English 6, Semester B
  - Writing Lab: Research Report
  - Writing an Expository Essay



PLATO Course English 6, Semester A

Introduction to Writing  
Reading a Narrative  
Reading a Narrative II  
Planning a Narrative  
Introduction to Myths  
Myths as Narratives

**Production and Distribution of Writing**

**W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1--3 above.)**

PLATO Course English 6, Semester B

Writing Lab: Expository Essay  
Writing Lab: Letter  
Writing Lab: Research Report  
Supporting a Thesis  
Editing and Publishing  
Writing a Letter II

PLATO Course English 6, Semester A

Introduction to Writing  
Introduction to Grammar

**W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative  
Writing Lab: Myth  
Introduction to Writing  
Planning a Narrative  
Personal Narrative  
Introduction to Myths  
Myths as Narratives  
Publishing a Myth  
Writing a Poem

PLATO Course English 6, Semester B

Writing Lab: Persuasive Essay  
Writing Lab: Research Report  
Expository Writing: How-to Paragraph  
Expository Writing: Compare/Contrast  
Expository Essays  
Supporting a Thesis  
Writing an Expository Essay

- Editing and Publishing
- Writing a Letter II
- Persuasive Essays
- Introduction to Research Reports
- Writing a Research Report
- Publishing a Research Report

**W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.**

- PLATO Course English 6, Semester B
  - Editing and Publishing
  - Writing a Letter II
  - Publishing a Persuasive Essay
  - Introduction to Research Reports
  - Publishing a Research Report
- PLATO Course English 6, Semester A
  - Introduction to Writing
  - Revising a Personal Narrative
  - Publishing a Myth
  - Writing a Poem

#### **Research to Build and Present Knowledge**

**W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**

- PLATO Course English 6, Semester B
  - Writing Lab: Research Report
  - Introduction to Research Reports
  - Taking Notes for a Research Report
- PLATO Course English 6, Semester A
  - Introduction to Grammar

**W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**

- PLATO Course English 6, Semester B
  - Writing Lab: Research Report
  - Editing and Publishing
  - Introduction to Research Reports
  - Taking Notes for a Research Report
  - Writing a Research Report
  - Drafting a Research Report
- PLATO Course English 6, Semester A

#### Introduction to Grammar

**W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

- **W.6.9a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).**

PLATO Course English 6, Semester B  
Writing Lab: Research Report  
Introduction to Research Reports  
PLATO Course English 6, Semester A  
Introduction to Grammar

- **W.6.9b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).**

PLATO Course English 6, Semester B  
Writing Lab: Research Report  
Introduction to Research Reports  
PLATO Course English 6, Semester A  
Introduction to Grammar

#### Range of Writing

**W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

PLATO Course English 6, Semester B  
Writing Lab: Letter  
Writing Lab: Research Report  
Supporting a Thesis

#### Speaking & Listening

##### Grade 6

#### Comprehension and Collaboration

**SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**



**SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**

PLATO Courses are not available for this learning expectation.

**SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.**

PLATO Courses are not available for this learning expectation.

**SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.**

PLATO Courses are not available for this learning expectation.

**SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**

PLATO Course English 6, Semester B  
Editing and Publishing  
Taking Notes for a Research Report

**SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.**

PLATO Courses are not available for this learning expectation.

**SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**

PLATO Course English 6, Semester B  
Persuasive Writing  
Persuasive Essays

### **Presentation of Knowledge and Ideas**

**SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation**

PLATO Course English 6, Semester B  
Expository Essays  
Supporting a Thesis  
Editing and Publishing

**SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**

PLATO Courses are not available for this learning expectation.

**SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

PLATO Course English 6, Semester B

Writing a Letter

Writing a Letter II

Writing a Research Report

PLATO Course English 6, Semester A

Introduction to Writing

## Language

### Grade 6

#### Conventions of Standard English

**L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).**

PLATO Course English 6, Semester A

Myths as Narratives

**L.6.1b. Use intensive pronouns (e.g., myself, ourselves).**

PLATO Course English 6, Semester A

Myths as Narratives

**L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person**

PLATO Course English 6, Semester A

Myths as Narratives

**L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)**

PLATO Course English 6, Semester A

Writing Lab: Personal Narrative

Writing Lab: Myth

Reading a Narrative

Revising a Personal Narrative

Myths as Narratives

Publishing a Myth

Writing a Poem

PLATO Course English 6, Semester B  
Writing Lab: Expository Essay  
Editing and Publishing  
Publishing a Persuasive Essay  
Publishing a Research Report

**L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.**

PLATO Course English 6, Semester B  
Editing and Publishing  
Publishing a Persuasive Essay  
Publishing a Research Report  
PLATO Course English 6, Semester A  
Introduction to Writing  
Publishing a Myth  
Writing a Poem

**L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.**

PLATO Course English 6, Semester B  
Writing Lab: Letter  
Writing an Expository Essay  
Writing a Letter  
Writing a Letter II

**L.6.2b. Spell correctly**

PLATO Course English 6, Semester A  
Writing Lab: Personal Narrative  
Writing Lab: Myth  
Introduction to Writing  
Myths as Narratives  
Publishing a Myth  
Writing a Poem  
PLATO Course English 6, Semester B  
Writing Lab: Persuasive Essay  
Writing Lab: Research Report  
Editing and Publishing  
Writing a Letter II  
Persuasive Essays  
Publishing a Research Report

**Knowledge of Language**



**L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style**

PLATO Course English 6, Semester B  
Writing Lab: Research Report  
PLATO Course English 6, Semester A  
Introduction to Writing

**L.6.3b. Maintain consistency in style and tone**

PLATO Course English 6, Semester B  
Persuasive Essays  
Publishing a Persuasive Essay  
Drafting a Research Report

### **Vocabulary Acquisition and Use**

**L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

**L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**

PLATO Course English 6, Semester A  
Vocabulary in Context

**L.6.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).**

PLATO Course English 6, Semester A  
Vocabulary Parts and Origins

**L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

PLATO Course English 6, Semester A  
Introduction to Grammar  
Vocabulary in Context  
Revising a Personal Narrative  
Writing a Poem

**L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**

PLATO Course English 6, Semester A  
Vocabulary in Context

**L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.6.5a. Interpret figures of speech (e.g., personification) in context**

PLATO Course English 6, Semester A  
Reading a Narrative II  
Descriptive Writing  
Personal Narrative  
Revising a Personal Narrative  
Poetry and Figurative Language  
Writing a Poem

**L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.**

PLATO Courses are not available for this learning expectation.

**L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).**

PLATO Course English 6, Semester A  
Vocabulary in Context

**L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

PLATO Course English 6, Semester A  
Vocabulary in Context  
Vocabulary Parts and Origins



# **The Correlation of PLATO® Course to New Mexico Content Standards 2003 (NMCS) Language Arts**

July 30, 2006

## **Introduction**

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO® English 7 Course's instructional activities that correlate to the New Mexico Content Standards 2003, Language Arts. URL: <http://www.nmlites.org/standards/index.html>.

If PLATO Courses are not available for the specific learning expectation, the PWLN Management Tool can incorporate district supplemental materials and websites to address the objective.

The following PLATO® Course was used in this correlation report:

**PLATO® Course English 7, Semester A**  
**PLATO® Course English 7, Semester B**

**PLATO® Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.**

**Real learning. Real results.™**

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**I: Reading and Listening for Comprehension - Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

**Grade 07**

**A. Listen to, read, react to, and interpret information**

**1. Narrate an account (e.g., news story, historical episode) that creates a coherent organizing structure appropriate to purpose, audience, and context and that orients and engages the reader.**

**PLATO Courses are not available for this learning expectation.**

**2. Respond to informational materials that are read, heard, or viewed by:**

summarizing the information

determining the importance of the information

making connections to related topics/information

monitoring comprehension

drawing inferences

generating questions

**PLATO® Course English 7, Semester A**

**Unit 2- Facing Challenges**

**Asking and Answering Questions - Serengeti**

**Unit 3- Human Ingenuity**

**Tracking Your Understanding - Mount Everest**

**Oral and Written Summaries**

**3. Identify the effect of literary devices such as figurative language, diction, dialogue, and description.**

**PLATO® Course English 7, Semester B**

**Unit 1- Poetry Workshop**

**Similies (ERS)**

**Unit 2- Convictions**

**Idioms (ERS)**

**Unit 3- Beyond Stereotypes**

**Authors' Techniques**

**B. Gather and use information for research and other purposes**

**1. Use a variety of resources to express individual perspectives in response to personal, social, cultural, and historical issues.**

**PLATO Courses are not available for this learning expectation.**

**2. Interpret and synthesize information by responding to information that is read, heard, or viewed.**

**PLATO Courses are not available for this learning expectation.**



**3. Develop informational products and/or presentations that cite multiple print and non-print sources by:**

**identifying and using appropriate primary and secondary sources**

**comparing, contrasting, and evaluating information from different sources about the same topic**

**evaluating information for extraneous details, inconsistencies, relevant facts, and organization**

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**

**First Draft**

**PLATO® Course English 7, Semester B**

**Unit 3- Beyond Stereotypes**

**Stereotypes, Biases, and Generalizations**

**Unit 4- Research Project**

**Going Deeper with Your Research**

**Conducting Research**

**4. Examine critical relationships between and among elements of a research topic.**

**PLATO Courses are not available for this learning expectation.**

### **C. Apply critical thinking skills to analyze information**

**1. Use the problem-solving process to refine understanding by:**

**analyzing problems and solutions within various texts and situations**

**utilizing the problem-solving process within various contexts and situations**

**constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details**

**PLATO® Course English 7, Semester A**

**Unit 2- Facing Challenges**

**Asking and Answering Questions - Serengeti**

**Unit 3- Human Ingenuity**

**Tracking Your Understanding - Mount Everest**

**Unit 4- Writer's Workshop**

**First Draft**

**PLATO® Course English 7, Semester B**

**Unit 4- Research Project**

**Asking Research Questions**

**Going Deeper with Your Research**

**2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:**

**stating a firm judgment**

**justifying the judgment with logical, relevant reasons, clear examples, and supporting details**

**creating an organizing structure appropriate to purpose, audience, and context**



**PLATO® Course English 7, Semester A**

**Unit 3- Human Ingenuity**

**Finding What's Important - Chauvet Cave**

**Finding What's Important**

**Finding Main Ideas 1 (ERS)**

**Finding Main Ideas 2 (ERS)**

**3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author's intent.**

**PLATO® Course English 7, Semester B**

**Unit 1- Poetry Workshop**

**Similies (ERS)**

**Unit 3- Beyond Stereotypes**

**Authors' Techniques**

**4. Interpret universal themes, values, and conflicts in a selection.**

**PLATO® Course English 7, Semester A**

**Unit 1- Courage and Survival**

**Themes in Literature**

**D. Demonstrate competence in the skills and strategies of the reading process**

**1. Respond to various texts and literary selections using interpretive and evaluative reading processes by:**

**reading a variety of literary and other texts (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems)**

**analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work**

**analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution**

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**

**Taking Notes**

**2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written.**

**PLATO Courses are not available for this learning expectation.**

**3. Accurately identify author's purpose and perspective.**

**PLATO® Course English 7, Semester B**

**Unit 2- Convictions**

**Author's Purpose**

**Unit 3- Beyond Stereotypes**

**Authors' Techniques**

**4. Use knowledge of context and vocabulary to understand informational text.**

**PLATO® Course English 7, Semester A**

**Unit 3- Human Ingenuity**

**Being a Word Detective (ERS)**





**PLATO® Course English 7, Semester B  
Unit 4- Research Project  
Word Study**

**2: Writing and Speaking for Expression - Students will communicate effectively through speaking and writing.**

**A. Use speaking as an interpersonal communication tool**

- 1. Choose precise and engaging language, well suited to the topic and audience.**

**PLATO Courses are not available for this learning expectation.**

- 2. Use figurative language and a variety of speech patterns.**

**PLATO® Course English 7, Semester B  
Unit 1- Poetry Workshop  
Similies (ERS)**

**Unit 2- Convictions  
Idioms (ERS)**

- 3. Choose between standard and non-standard English dialects as appropriate for the topic, purpose, and audience.**

**PLATO Courses are not available for this learning expectation.**

- 4. Interact in group discussions by:**

**offering personal opinions confidently without dominating**

**giving valid reasons that support opinions**

**soliciting and considering others' opinions**

**PLATO® Course English 7, Semester B  
Unit 3- Beyond Stereotypes  
Group Discussions**

- 5. Express individual perspective in response to personal, social, cultural, and historical issues.**

**PLATO Courses are not available for this learning expectation.**

**B. Apply grammatical and language conventions to communicate**

- 1. Place modifiers properly and use the active voice.**

**PLATO Courses are not available for this learning expectation.**

- 10. Analyze the effect on the viewer of images, text, and sound in electronic journalism.**

**PLATO® Course English 7, Semester B  
Unit 3- Beyond Stereotypes  
Advertising Strategies**

- 11. Provide constructive feedback to a speaker concerning a speech's content, delivery, and overall impact.**

**PLATO Courses are not available for this learning expectation.**

- 12. Proofread, listen to, and monitor self to correct errors.**



**PLATO Courses are not available for this learning expectation.**

- 2. Identify and use infinitives and participles and make clear references between pronouns and antecedents.**

**PLATO Courses are not available for this learning expectation.**

- 3. Identify all parts of speech and types and structure of sentences.**

**PLATO® Course English 7, Semester A**

**Unit 1- Courage and Survival**  
**Choosing "Who" or "That"**

**Unit 2- Facing Challenges**  
**Tenses of Regular Verbs (ERS)**

**Unit 3- Human Ingenuity**  
**Nouns, Verbs, and Pronouns**  
**Adverbs and Adjectives**  
**Prepositions, Conjunctions, and Interjections**

- 4. Punctuate by correctly using hyphens, dashes, brackets, and semicolons.**

**PLATO® Course English 7, Semester B**

**Unit 2- Convictions**  
**Punctuate It!**

- 5. Spell derivatives correctly by applying the spellings of bases and affixes.**

**PLATO® Course English 7, Semester A**

**Unit 1- Courage and Survival**  
**Negative Prefixes (ERS)**  
**Prefixes (ERS)**  
**Prefixes of Number (ERS)**  
**Roots and Affixes**

**PLATO® Course English 7, Semester B**

**Unit 4- Research Project**  
**Spelling Strategies**

- 6. Use a variety of sentences correctly by punctuating them properly and avoiding fragments and run-ons.**

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**  
**Choosing Words Carefully**  
**Varying Your Sentences**

**PLATO® Course English 7, Semester B**

**Unit 2- Convictions**  
**Fixing Sentence Fragments - Prepositional Phrases**

- 7. Apply the parts of speech to clarify language usage.**

**PLATO Courses are not available for this learning expectation.**

- 8. Choose language that is precise, engaging, and well suited to the topic and audience in a variety of oral presentations.**

**PLATO Courses are not available for this learning expectation.**

- 9. Use figurative language and varying speech patterns to convey meaning.**



**PLATO® Course English 7, Semester B**

**Unit 1- Poetry Workshop**

**Similies (ERS)**

**Unit 2- Convictions**

**Idioms (ERS)**

**C. Demonstrate competence in the skills and strategies of the writing process**

1. Express individual perspectives in written response to personal, social, cultural, and historical issues.

**PLATO Courses are not available for this learning expectation.**

2. Differentiate shades of meaning and multiple meanings of words.

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**

**Denotations and Connotations**

**PLATO® Course English 7, Semester B**

**Unit 4- Research Project**

**Word Study**

3. Produce research reports and technical writings that communicate information effectively to a specific audience.

**PLATO Courses are not available for this learning expectation.**

4. Compose a variety of writings that develop sentence fluency to communicate ideas and information clearly using a variety of multimedia technologies.

**PLATO Courses are not available for this learning expectation.**

**3: Literature and Media - Students will use literature and media to develop an understanding of people, societies, and the self.**

**A. Use language, literature, and media to understand various social and cultural perspectives**

1. Identify and analyze recurring themes (e.g., value of bravery, loyalty, friendship) across works from a variety of cultures.

**PLATO® Course English 7, Semester A**

**Unit 1- Courage and Survival**

**Themes in Literature**

2. Analyze themes and central ideas in literature and media in relation to personal issues and experiences.

**PLATO® Course English 7, Semester A**

**Unit 4- Writer's Workshop**

**Taking Notes**

3. Analyze a range of responses to literary works and determine the extent to which the literary characteristics of a society/culture shaped those responses.

**PLATO Courses are not available for this learning expectation.**

**B. Identify ideas and make connections among literary works**





**1. Identify examples of distortion and stereotype in literary works.**

**PLATO® Course English 7, Semester B  
Unit 3- Beyond Stereotypes  
Stereotypes, Biases, and Generalizations  
Advertising Strategies**

**2. Identify recurring themes in literary works.**

**PLATO® Course English 7, Semester A  
Unit 1- Courage and Survival  
Themes in Literature**

**3. Critique the credibility of characterizations and the degree to which a plot is contrived or realistic.**

**PLATO® Course English 7, Semester A  
Unit 1- Courage and Survival  
Plot Development**



# The Correlation of PLATO® Curricula to Common Core State Standards: Grades 6-12

July 01, 2013

## INTRODUCTION

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Common Core State Standards: Grades 6-12, English Language Arts Standards, Grades 6-12. URL: <http://www.corestandards.org/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courseware was used in this correlation report:

**PLATO® Course English 8, Semester A v2.0**

**PLATO® Course English 8, Semester B v2.0**

PLATO Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

## Grades 6-12

### Reading: Literature

#### Grade 8

#### Key Ideas and Details

**RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project

- Drawing Conclusions (ERS)
- Separating Facts from Opinions
- Finding What's Important in Information
- Finding What's Important in More Information
- Main Ideas and Supporting Details
- Unit 2 - Persuasion
  - Supporting Arguments
- Unit 3 - Mythology
  - Comparison and Contrast Essays
- PLATO Course English 8, Semester A v2.0
- Unit 3 - Heritage
  - Reading Between the Lines in Information
  - Picturing What You Read When You Read Stories

**RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**

- PLATO Course English 8, Semester A v2.0
- Unit 3 - Heritage
  - Summarizing Stories
  - Summarizing Information
  - Summarizing More Information
  - Summarizing Text
- Unit 1 - Who I Am, Who I Want to Be
  - Elements of Plot
  - Literature--Historical Context
- PLATO Course English 8, Semester B v2.0
- Unit 1 - Plays
  - Paraphrasing Text
  - Analyzing Plays

**RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision**

- PLATO Course English 8, Semester A v2.0
- Unit 1 - Who I Am, Who I Want to Be
  - Elements of Plot
- PLATO Course English 8, Semester B v2.0
- Unit 1 - Plays
  - Analyzing Plays

**Craft and Structure**



**RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Homonyms (ERS)  
Analyzing Word Choice  
Unit 1 - Plays  
Idioms  
Unit 4 - Research Project  
Choosing It's/Its, Accept/Except, and Than/Then  
PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Using Context Clues  
Using the Dictionary  
Unit 2 - Poetry Workshop  
Figurative Language  
Unit 4 - Writer's Workshop  
Classifications, Denotations, and Connotations

**RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.**

PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Literature--Historical Context  
PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Epic Tales  
Writing Effective Transitions  
Unit 4 - Research Project  
Collaborative Research--Research and Writing  
Collaborative Research--Documenting Sources

**RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.**

PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Elements of Plot

### **Integration of Knowledge and Ideas**

**RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.**

PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project  
Finding Information on the Internet

**RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new**

PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Literature--Historical Context  
PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Epic Tales

### **Range of Reading and Level of Text Complexity**

**RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**

PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Elements of Plot  
Unit 2 - Poetry Workshop  
Analyzing Poetry  
PLATO Course English 8, Semester B v2.0  
Unit 1 - Plays  
Analyzing Plays  
Writing Plays--Past, Present, and Future  
Unit 2 - Persuasion  
Author's Purpose  
Unit 3 - Mythology  
Epic Tales  
Mythology across Cultures  
Unit 4 - Research Project  
Main Ideas and Supporting Details



## **Reading: Informational Text**

### **Grade 8**

#### **Key Ideas and Details**

**RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Unit 2 - Persuasion

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information

**RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Unit 1 - Plays

Paraphrasing Text

Unit 2 - Persuasion

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information



Reading Between the Lines in More Information  
Summarizing Stories  
Summarizing Information  
Summarizing More Information  
Picturing What You Read When You Read Stories  
Summarizing Text

**RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**

PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project  
Separating Facts from Opinions  
Unit 3 - Mythology  
Epic Tales  
Writing Effective Transitions

### **Craft and Structure**

**RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Homonyms (ERS)  
Analyzing Word Choice  
Unit 1 - Plays  
Idioms  
Unit 4 - Research Project  
Choosing It's/Its, Accept/Except, and Than/Then  
PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be  
Using Context Clues  
Using the Dictionary  
Unit 4 - Writer's Workshop  
Classifications, Denotations, and Connotations

**RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology  
Writing Effective Transitions

**RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.**

PLATO Course English 8, Semester A v2.0  
Unit 3 - Heritage  
Summarizing Stories  
Summarizing Information  
Summarizing More Information  
Unit 1 - Who I Am, Who I Want to Be  
Elements of Plot  
PLATO Course English 8, Semester B v2.0  
Unit 2 - Persuasion  
Author's Purpose

**Integration of Knowledge and Ideas**

**RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.**

PLATO Course English 8, Semester A v2.0  
Unit 2 - Poetry Workshop  
Writing Poetry  
Unit 4 - Writer's Workshop  
Writing Informational Compositions  
PLATO Course English 8, Semester B v2.0  
Unit 1 - Plays  
Analyzing Plays  
Writing Plays--Past, Present, and Future  
Unit 2 - Persuasion  
Participating in a Group Discussion  
Preparing a Speech  
Unit 4 - Research Project  
Collaborative Research--Research and Writing  
Collaborative Research--Oral Presentation  
Finding Information on the Internet  
Using Your Own Words to Develop Ideas

**RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is**

**relevant and sufficient; recognize when irrelevant evidence is introduced.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Collaborative Research--Research and Writing

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information

**RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.**

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Summarizing Stories

Summarizing Information

Summarizing More Information

Unit 1 - Who I Am, Who I Want to Be

Literature--Historical Context

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Unit 4 - Research Project

Collaborative Research--Research and Writing

Collaborative Research--Documenting Sources

Unit 3 - Mythology

Writing Effective Transitions

**Range of Reading and Level of Text Complexity**



**RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.**

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Unit 4 - Research Project

Main Ideas and Supporting Details

## Writing

### Grade 8

#### Text Types and Purposes

**W.8.1. Write arguments to support claims with clear reasons and relevant evidence.**

- **W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Using Published Writing as a Model

Unit 4 - Writer's Workshop

Writing Strong Introductions

- **W.8.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

Unit 4 - Research Project

Collaborative Research--Research and Writing

Using Your Own Words to Develop Ideas

- **W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

Unit 3 - Mythology

Analyzing Word Choice

Comparison and Contrast Essays

- **W.8.1d. Establish and maintain a formal style.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Unit 4 - Writer's Workshop

Writing Strong Introductions

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Using a Checklist to Proofread Your Work - Intermediate

Unit 2 - Persuasion

Choosing Pronoun Forms

- **W.8.1e. Provide a concluding statement or section that follows from and supports the argument presented.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Using Published Writing as a Model

Unit 4 - Writer's Workshop

Writing Strong Introductions

**2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

- **W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Writing a Persuasive Essay

PLATO Course English 8, Semester A v2.0

Unit 4 - Writer's Workshop

Writing Strong Introductions

- **W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Unit 2 - Persuasion

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Using Published Writing as a Model

- **W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

Writing Effective Transitions

PLATO Course English 8, Semester A v2.0

Unit 4 - Writer's Workshop

Combining Sentences to Make Your Writing Interesting

- **W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

Unit 3 - Mythology

Analyzing Word Choice



- **W.8.2e. Establish and maintain a formal style.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Unit 4 - Writer's Workshop

Writing Strong Introductions

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Author's Purpose

- **W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Using Published Writing as a Model

Unit 4 - Writer's Workshop

Writing Strong Introductions

**W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

- **W.8.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Summarizing Stories

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Writing a Script

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

- **W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Writing Plays--Past, Present, and Future

- **W.8.3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Unit 4 - Writer's Workshop

Combining Sentences to Make Your Writing Interesting

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Unit 3 - Mythology

Comparison and Contrast Essays

Writing Effective Transitions

- **W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

Unit 2 - Poetry Workshop

Writing Poetry

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

- **W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage  
Using Published Writing as a Model  
Unit 4 - Writer's Workshop  
Writing Strong Introductions

### **Production and Distribution of Writing**

**W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be  
Writing a Script

Unit 2 - Poetry Workshop  
Writing Poetry

Unit 4 - Writer's Workshop  
Writing Strong Introductions

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

**W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Summarizing Text

Unit 4 - Writer's Workshop

Writing and Revising Informational Compositions

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Writing Plays--Past, Present, and Future

Unit 2 - Persuasion

Writing a Persuasive Essay

Unit 4 - Research Project

Using a Checklist to Proofread Your Work - Intermediate

**W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.**



PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Collaborative Research--Research and Writing

Finding Information on the Internet

### **Research to Build and Present Knowledge**

**W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**

PLATO Course English 8, Semester A v2.0

Unit 4 - Writer's Workshop

Writing Informational Compositions

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Collaborative Research--Research and Writing

Collaborative Research--Documenting Sources

Using Your Own Words to Develop Ideas

**W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Collaborative Research--Documenting Sources

Using Your Own Words to Develop Ideas

**W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

- **W.8.9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project  
Fact and Opinion

- **W.8.9b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Collaborative Research--Research and Writing

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Unit 3 - Mythology

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information

Picturing What You Read When You Read Stories

**Range of Writing**

**W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

Unit 2 - Poetry Workshop

Writing Poetry

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

**Speaking & Listening**

## Grade 8

### Comprehension and Collaboration

**SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

- **SL.8.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Participating in a Group Discussion

- **SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Participating in a Group Discussion

- **SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Participating in a Group Discussion

- **SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.**

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Participating in a Group Discussion

**SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.**



PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

Unit 2 - Poetry Workshop

Writing Poetry

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

**SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Drawing Conclusions (ERS)

Separating Facts from Opinions

Finding What's Important in Information

Finding What's Important in More Information

Main Ideas and Supporting Details

Collaborative Research--Research and Writing

Collaborative Research--Oral Presentation

Finding Information on the Internet

Unit 1 - Plays

Analyzing Plays

Writing Plays--Past, Present, and Future

Unit 2 - Persuasion

Author's Purpose

Supporting Arguments

Participating in a Group Discussion

Preparing a Speech

Unit 3 - Mythology

Analyzing Word Choice

Comparison and Contrast Essays

PLATO Course English 8, Semester A v2.0

Unit 3 - Heritage

Reading Between the Lines in Information

Picturing What You Read When You Read Stories

Unit 1 - Who I Am, Who I Want to Be

Elements of Plot

Unit 2 - Poetry Workshop

Writing Poetry

**Presentation of Knowledge and Ideas**

**SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.**

PLATO Course English 8, Semester A v2.0  
Unit 2 - Poetry Workshop  
Writing Poetry  
PLATO Course English 8, Semester B v2.0  
Unit 1 - Plays  
Analyzing Plays  
Unit 2 - Persuasion  
Preparing a Speech  
Unit 4 - Research Project  
Collaborative Research--Oral Presentation

**SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.**

PLATO Course English 8, Semester A v2.0  
Unit 2 - Poetry Workshop  
Writing Poetry  
PLATO Course English 8, Semester B v2.0  
Unit 1 - Plays  
Analyzing Plays  
Writing Plays--Past, Present, and Future  
Unit 2 - Persuasion  
Participating in a Group Discussion  
Preparing a Speech  
Unit 4 - Research Project  
Collaborative Research--Research and Writing  
Collaborative Research--Oral Presentation

**SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

PLATO Course English 8, Semester A v2.0  
Unit 2 - Poetry Workshop  
Writing Poetry  
PLATO Course English 8, Semester B v2.0  
Unit 2 - Persuasion  
Preparing a Speech

**Language**

## Grade 8

### Conventions of Standard English

#### **L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- **L.8.1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.**

PLATO Modules are not available for this learning expectation.

- **L.8.1b. Form and use verbs in the active and passive voice.**

PLATO Course English 8, Semester A v2.0

Unit 4 - Writer's Workshop

Parallelism

Writing and Revising Informational Compositions

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Writing Plays--Past, Present, and Future

- **L.8.1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.**

PLATO Modules are not available for this learning expectation.

- **L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.**

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Writing Plays--Past, Present, and Future

#### **L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- **L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.**

PLATO Course English 8, Semester A v2.0

Unit 2 - Poetry Workshop

Putting Commas and Periods inside Quotation Marks



- **L.8.2b. Use an ellipsis to indicate an omission**

PLATO Modules are not available for this learning expectation.

- **L.8.2c. Spell correctly.**

PLATO Course English 8, Semester A v2.0  
Unit 3 - Heritage  
Summarizing Text

### **Knowledge of Language**

**L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

- **L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).**

PLATO Course English 8, Semester A v2.0  
Unit 4 - Writer's Workshop  
Sentences, Phrases, and Clauses  
Writing and Revising Informational Compositions

### **Vocabulary Acquisition and Use**

**L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**

- **L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**

PLATO Course English 8, Semester B v2.0  
Unit 3 - Mythology  
Homonyms (ERS)  
Analyzing Word Choice  
Unit 1 - Plays  
Idioms  
Unit 4 - Research Project  
Choosing It's/Its, Accept/Except, and Than/Then  
PLATO Course English 8, Semester A v2.0  
Unit 1 - Who I Am, Who I Want to Be

Using Context Clues  
Using the Dictionary

- **L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Using Prefix Clues

Word Parts

Unit 3 - Heritage

Foreign Words and Phrases

PLATO Course English 8, Semester B v2.0

Unit 2 - Persuasion

Etymology

- **L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Homonyms (ERS)

Unit 2 - Persuasion

Etymology

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Using the Dictionary

- **L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**

PLATO Course English 8, Semester B v2.0

Unit 3 - Mythology

Homonyms (ERS)

Analyzing Word Choice

Epic Tales

Unit 1 - Plays

Idioms

Unit 4 - Research Project

Using a Checklist to Proofread Your Work - Intermediate

Choosing It's/Its, Accept/Except, and Than/Then

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Using Context Clues

Using the Dictionary

Writing a Script

Unit 2 - Poetry Workshop

Figurative Language

Analyzing Poetry

Writing Poetry

**L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

- **L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.**

PLATO Course English 8, Semester A v2.0

Unit 1 - Who I Am, Who I Want to Be

Writing a Script

Unit 2 - Poetry Workshop

Figurative Language

Analyzing Poetry

Writing Poetry

PLATO Course English 8, Semester B v2.0

Unit 1 - Plays

Idioms

Unit 3 - Mythology

Epic Tales

- **L.8.5b. Use the relationship between particular words to better understand each of the words**

PLATO Course English 8, Semester B v2.0

Unit 4 - Research Project

Synonyms and Antonyms

Finding Information on the Internet

- **L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).**

PLATO Course English 8, Semester A v2.0

Unit 4 - Writer's Workshop

Classifications, Denotations, and Connotations



**L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

PLATO Course English 8, Semester A v2.0  
Unit 4 - Writer's Workshop  
Classifications, Denotations, and Connotations  
PLATO Course English 8, Semester B v2.0  
Unit 4 - Research Project  
Synonyms and Antonyms

# Middle School World History

## Course Overview

Studying the history of civilizations is an effective way to learn more about present times. Throughout history, some common themes have developed across cultures: improved methods of trade lead to growth, religion and philosophy inspire culture, and scholarly works of literature, math, and science emerge. In this course, you will learn about the great civilizations of the world and the unique characteristics that make each of them great.

## Course Goals

By the end of this course, you will be able to do the following:

- Compare and contrast the major periods in ancient history.
- Describe the basic geography of major ancient civilizations.
- Understand how trade played a role in the development of different civilizations.
- Explain major technological achievements of different civilizations throughout history.
- Identify major belief systems originating in different parts of the world.
- Describe how archeologists believe people first came to the Americas.
- Understand why Native Americans were vulnerable to contact with Europeans.
- Understand the causes and consequences of the Age of Exploration.
- Analyze the effect that innovation and development had on European civilization.

## General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and library databases.
- Some course readings may require a visit to the school library or public library.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

## Credit Value

Middle School World History is a 0.5-credit course.

## Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
4 days: 2–5	<b>First Civilizations</b> <ul style="list-style-type: none"> <li>• Compare and contrast the major periods in ancient history.</li> <li>• Describe the basic elements of civilization.</li> <li>• Identify major accomplishments of early man.</li> <li>• Identify some of the first civilizations and their contributions to later generations.</li> </ul>	Lesson
5 days: 6–10	<b>Ancient Egypt</b> <ul style="list-style-type: none"> <li>• Describe the basic geography of ancient Egypt and the regions around it.</li> <li>• Explain agricultural techniques used in ancient Egypt.</li> <li>• Analyze the significance of pharaohs in Egyptian civilization.</li> <li>• Describe details of ancient Egyptian culture.</li> <li>• Describe ancient Egyptian advances in technology.</li> <li>• Evaluate the role of Kush on ancient Egypt.</li> </ul>	Lesson
5 days: 11–15	<b>Ancient Phoenicians and Israelites</b> <ul style="list-style-type: none"> <li>• Explain how trade was critical to the development of the Phoenicians.</li> <li>• Describe the important contributions made by the Phoenicians and the Israelites.</li> <li>• Understand how sea power helped spread Phoenician influence.</li> <li>• Explain the religious beliefs of Judaism.</li> <li>• Describe how Judaism influenced other major religions.</li> </ul>	Lesson



Day	Activity/Objective	Type
2 days: 16–17	<b>Ancient Civilizations</b> <ul style="list-style-type: none"> <li>Locate natural obstacles to human settlement as well as features that encourage development.</li> <li>Identify regions that are highly desirable for human settlements.</li> <li>Identify the geographic locations of the first human civilizations of Mesopotamia, Egypt, and Canaan.</li> <li>Identify the significant geographic features that shaped the development of civilizations.</li> </ul>	Lab
5 days: 18–22	<b>Ancient Greeks</b> <ul style="list-style-type: none"> <li>Compare and contrast the governments and way of life for people in Sparta and Athens.</li> <li>Outline the causes and effects of the Persian Wars.</li> <li>Identify Greek contributions to Western civilization in philosophy, architecture, politics, literature, science, sports, and the arts.</li> <li>Describe the accomplishments and influence of Alexander the Great.</li> </ul>	Lesson
2 days: 23–24	<b>Rhetoric in Ancient Greece</b> <ul style="list-style-type: none"> <li>Identify three main parts of rhetoric.</li> <li>Apply these ideas of rhetoric to create a sound hypothetical argument.</li> </ul>	Lab
5 days: 25–29	<b>Ancient Romans</b> <ul style="list-style-type: none"> <li>Explain how Rome became a republic.</li> <li>Describe how Rome gained control of the Mediterranean region.</li> <li>Explain how Rome became an empire.</li> <li>Summarize the accomplishments of Rome in law, government, language, and architecture.</li> </ul>	Lesson
2 days: 30–31	<b>Classical Buildings</b> <ul style="list-style-type: none"> <li>Connect a Roman architectural innovation or style with modern times.</li> <li>Explain how architectural innovations helped Roman life</li> </ul>	Lab
5 days: 32–36	<b>Ancient India</b> <ul style="list-style-type: none"> <li>Describe how the Indus River Valley civilization developed.</li> <li>Summarize characteristics of Harappa and Mohenjo-Daro.</li> <li>Describe how the Aryans affected the Indian subcontinent.</li> <li>Outline the main beliefs of Hinduism and Buddhism.</li> <li>Explain why the Mauryan and Gupta Empires were important.</li> </ul>	Lesson

Day	Activity/Objective	Type
5 days: 37–41	<b>Ancient China</b> <ul style="list-style-type: none"> <li>• Explain how river valleys influenced the development of China.</li> <li>• Understand some of the basic teachings of Confucius.</li> <li>• Analyze the major accomplishments of Chinese dynasties.</li> <li>• Describe important Chinese contributions to civilization.</li> <li>• Summarize how the Mongols conquered the world's largest empire.</li> </ul>	Lesson
1 day: 42	<b>Midterm</b>	Assessment
5 days: 43–47	<b>Islam</b> <ul style="list-style-type: none"> <li>• Identify and describe the geography and climate of the Arabian Peninsula.</li> <li>• Explain how the Islamic religion started and grew.</li> <li>• Outline the basic principles of Islam from the Koran and Sunna.</li> <li>• Trace the spread of Islam and the Arabic language.</li> <li>• Outline the intellectual and cultural contributions of Islam.</li> </ul>	Lesson
2 days: 48–49	<b>Belief Systems</b> <ul style="list-style-type: none"> <li>• Identify the four major belief systems discussed in the lessons Ancient India, Ancient China, and Islam.</li> <li>• Compare and contrast these four major belief systems.</li> <li>• Identify the current extent of these belief systems.</li> </ul>	Lab
2 days: 50–51	<b>Cities Along the Silk Road</b> <ul style="list-style-type: none"> <li>• Conduct general research about a specific Silk Road location.</li> <li>• Write a description of the location researched.</li> <li>• Have a deeper understanding of how trade affected the ancient world.</li> </ul>	Lab
5 days: 52–56	<b>Medieval Africa</b> <ul style="list-style-type: none"> <li>• Describe the diverse climates and geography of Africa.</li> <li>• Identify the major trade centers in medieval Africa.</li> <li>• Discuss Islam's impact on the development of African trade routes.</li> <li>• Analyze the influences on the distinct culture of the Swahili Coast of Africa.</li> <li>• Describe the artistic achievements of sub-Saharan Africans.</li> </ul>	Lesson



Day	Activity/Objective	Type
5 days: 57–61	<b>Japan</b> <ul style="list-style-type: none"> <li>Discuss the three major religions and their role in imperial and feudal Japan.</li> <li>Describe the impact of Chinese culture on imperial Japan.</li> <li>Explain the role of the samurai in the development of the shogunate.</li> <li>Discuss the importance of honor and loyalty in feudal Japan.</li> </ul>	Lesson
5 days: 62–66	<b>Europe in the Middle Ages</b> <ul style="list-style-type: none"> <li>Describe the changes that occurred in Europe after the fall of Rome.</li> <li>Explain the political and economic system called feudalism.</li> <li>Describe the causes and effects of the Crusades.</li> <li>Give examples of the importance of Christianity in the Middle Ages.</li> <li>Describe the effects of the Black Death.</li> <li>Identify and trace the population shifts and settlements of ethnic groups.</li> </ul>	Lesson
2 days: 67–68	<b>Medieval Civilizations</b> <ul style="list-style-type: none"> <li>Identify the different roles in the feudal systems of medieval Japan and Europe.</li> <li>Describe the hierarchies of medieval feudal systems from different cultures.</li> <li>Create a model of a medieval European feudal manor.</li> </ul>	Lab
5 days: 69–73	<b>The Americas</b> <ul style="list-style-type: none"> <li>Explain how archaeologists and historians believe bands of people first crossed into the Americas.</li> <li>Describe the rise of early Native American civilizations.</li> <li>Analyze important aspects of Mayan, Aztec, and Inca civilizations.</li> <li>Understand why Native Americans were vulnerable to contact with Europeans.</li> <li>Describe how various Native American groups adapted to their environment.</li> </ul>	Lesson
2 days: 74–75	<b>North American Tribes</b> <ul style="list-style-type: none"> <li>Trace the location and migration of a specific Native American group in North America over time.</li> <li>Understand how this migration affected the population and culture of this group.</li> </ul>	Lab



Day	Activity/Objective	Type
5 days: 76–80	<b>Renaissance and Reformation</b> <ul style="list-style-type: none"> <li>Analyze why the Renaissance flourished in Italy and other parts of Europe.</li> <li>Recognize famous works of art by Renaissance artists.</li> <li>Describe some of Martin Luther's complaints about the Catholic Church.</li> <li>Explain how Martin Luther's beliefs were in conflict with the church.</li> <li>Explain how Protestant churches began.</li> <li>Describe the English Reformation.</li> </ul>	Lesson
4 days: 81–84	<b>Exploration and Enlightenment</b> <ul style="list-style-type: none"> <li>Understand the causes and consequences of the Age of Exploration.</li> <li>Explain the Columbian Exchange and the rise of commercial trade.</li> <li>Identify the European powers, their corresponding colonies, and their major ports of trade.</li> <li>Discuss the major discoveries and inventions of the Scientific Revolution.</li> <li>Describe important scientific discoveries during the Enlightenment.</li> </ul>	Lesson
2 days: 85–86	<b>Meeting New Cultures</b> <ul style="list-style-type: none"> <li>Conduct general research about a specific Silk Road location.</li> <li>Write a description of the location researched.</li> <li>Have a deeper understanding of how trade affected the ancient world.</li> </ul>	Lab
2 days: 87–88	<b>Inventions in Europe</b> <ul style="list-style-type: none"> <li>Connect a similar invention or development between two different cultural settings.</li> <li>Recognize the importance behind the exchange of cultural ideas.</li> </ul>	Lab
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>Final Exam</b>	Assessment



# **The Correlation of PLATO® Courses to the New Mexico Content Standards 2003 (NMCS)**

## **Social Studies**

June 24, 2008

### **INTRODUCTION**

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the New Mexico Content Standards 2003, Social Studies, 3: Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.. URL: <http://www.nmlites.org/standards/index.html>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courses were used in this correlation report:

**PLATO Course Civics, Semester A**

**PLATO Course Civics, Semester B**

**PLATO Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.**

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**5-8**

**III-A: Understand the structure, functions, and powers of government (local, state, tribal and national).**

**Grade 6:**

1. Describe the concept of democracy as developed by the Greeks, and compare the evolution of democracies throughout the world.

**PLATO Course Civics, Semester A**

**Unit 1 - Basic Concepts of Power and Authority**

**What Are Politics and Government?**

2. Describe the concept of republic as developed by the Romans and compare to other republican governments.

**PLATO Courses are not available for this learning expectation.**

**Grade 7:**

1. Explain the structure and functions of New Mexico's state government as expressed in the New Mexico Constitution, to include:

1. roles and methods of initiative, referendum, and recall processes

**PLATO Course Civics, Semester A**

**Course: Unit 1 - Basic Concepts of Power and Authority; What is Democracy?**

**Unit 3 - National Institutions of Government, continued**

**National Institutions--President**

**National Institutions--Judiciary**

**PLATO Course Civics, Semester B**

**Unit 1 - Society**

**Linking America-- Political Parties**

2. function of multiple executive offices

**PLATO Courses are not available for this learning expectation.**

3. election process (e.g., primaries and general elections)

**PLATO Courses are not available for this learning expectation.**

4. criminal justice system (e.g., juvenile justice).

**PLATO Courses are not available for this learning expectation.**

2. Explain the roles and relationships of different levels of the legislative process, to include:

1. structure of New Mexico legislative districts (e.g., number of districts, students' legislative district, representatives and senators of the students' district).

**PLATO Courses are not available for this learning expectation.**





2. the structure of the New Mexico Legislature and leaders of the Legislature during the current session (e.g., bicameral, House of Representatives and Senate, Speaker of the House of Representatives, Senate Pro Tem).

PLATO Courses are not available for this learning expectation.

3. Compare the structure and functions of the New Mexico Legislature with that of the state's tribal governments (e.g., Pueblo Indian Council; Navajo, Apache, and Hopi nations).

PLATO Courses are not available for this learning expectation.

#### **Grade 8:**

1. Explain the structure and functions of the national government as expressed in the United States Constitution, and explain the powers granted to the three branches of government and those reserved to the people, states, and tribes, to include:

1. the federal system dividing sovereignty between the states and the federal government, and their supporting bureaucracies

PLATO Course Civics, Semester A

Course: Unit 1 - Basic Concepts of Power and Authority; What is Democracy?

Course: Unit 2 - National Institutions of Government; The U.S. Constitution

PLATO Course Civics, Semester B

Unit 2 - Being a Citizen

State and Local Government

Internet Research Project: Participating in Local Government

2. the sovereignty of Native American tribes in relation to state and federal governments (and government to government relationships)

PLATO Course Civics, Semester A

Unit 1 - Basic Concepts of Power and Authority  
What Are Politics and Government?

Course: Unit 1 - Basic Concepts of Power and Authority; What is Democracy?

Course: Unit 2 - National Institutions of Government; The U.S. Constitution

PLATO Course Civics, Semester B

Unit 2 - Being a Citizen

State and Local Government

Internet Research Project: Participating in Local Government

3. Bill of Rights, amendments to Constitution

PLATO Course Civics, Semester A

Course: Unit 2 - National Institutions of Government; The U.S. Constitution

Course: Unit 2 - National Institutions of Government; National Institutions--Congress



**Unit 3 - National Institutions of Government, continued  
National Institutions--Judiciary**

**4. the primacy of individual liberty**

**PLATO Course Civics, Semester A**

**Unit 1 - Basic Concepts of Power and Authority  
What Are Politics and Government?**

**Unit 3 - National Institutions of Government, continued  
National Institutions--Judiciary**

**PLATO Course Civics, Semester B**

**Unit 2 - Being a Citizen  
Citizenship**

**5. Constitution is designed to secure our liberty by both empowering and limiting central government**

**PLATO Course Civics, Semester A**

**Course: Unit 1 - Basic Concepts of Power and Authority; What is Democracy?**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**6. struggles over the creation of the Bill of Rights and its ratification**

**PLATO Courses are not available for this learning expectation.**

**7. separation of powers through the development of differing branches**

**PLATO Courses are not available for this learning expectation.**

**8. John Marshall's role in judicial review, including Marbury v. Madison.**

**PLATO Course Civics, Semester A**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Unit 3 - National Institutions of Government, continued  
National Institutions--Judiciary**

**2. Identify and describe a citizen's fundamental constitutional rights, to include:**

**1. freedom of religion, expression, assembly, and press**

**PLATO Course Civics, Semester A**

**Unit 3 - National Institutions of Government, continued  
National Institutions--Judiciary**

**PLATO Course Civics, Semester B**

**Unit 1 - Society  
Linking America--The Media**

**Unit 2 - Being a Citizen  
Citizenship**

**2. right to a fair trial**



**PLATO Course Civics, Semester A**  
**Unit 3 - National Institutions of Government, continued**  
**National Institutions--Judiciary**

**PLATO Course Civics, Semester B**  
**Unit 2 - Being a Citizen**  
**Citizenship**

**3. equal protection and due process.**

**PLATO Course Civics, Semester A**  
**Unit 3 - National Institutions of Government, continued**  
**National Institutions--Judiciary**

**PLATO Course Civics, Semester B**  
**Unit 2 - Being a Citizen**  
**Citizenship**

**3. Describe the contributions of Native Americans in providing a model that was utilized in forming the United States government (Iroquois Nation).**

**PLATO Courses are not available for this learning expectation.**

**4. Explain and describe how water rights and energy issues cross state and national boundaries.**

**PLATO Courses are not available for this learning expectation.**

**III-B: Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity.**

**Grade 6:**

**1. Describe the significance of leadership in democratic societies and provide examples of local, national, and international leadership, to include:**

**1. qualities of leadership**

**PLATO Courses are not available for this learning expectation.**

**2. names and contributions New Mexico leaders**

**PLATO Courses are not available for this learning expectation.**

**3. names and contributions of national leaders**

**PLATO Courses are not available for this learning expectation.**

**Grade 7:**

**1. Explain the concept of diversity and its significance within the political and social unity of New Mexico.**

**PLATO Courses are not available for this learning expectation.**

**2. Describe ways in which different groups maintain their cultural heritage.**

**PLATO Courses are not available for this learning expectation.**

**3. Explain how New Mexico's state legislature and other state legislatures identify symbols representative of a state.**





**PLATO Courses are not available for this learning expectation.**

4. Identify official and unofficial public symbols of various cultures and describe how they are or are not exemplary of enduring elements of those cultures.

**PLATO Courses are not available for this learning expectation.**

**Grade 8:**

1. Explain how the development of symbols, songs, traditions, and concepts of leadership reflect American beliefs and principles.

**PLATO Course Civics, Semester B**

**Unit 1 - Society**

**Linking America--The Media**

2. Explain the importance of point of view and its relationship to freedom of speech and press.

**PLATO Course Civics, Semester A**

**Unit 3 - National Institutions of Government, continued**

**National Institutions--Judiciary**

**PLATO Course Civics, Semester B**

**Unit 1 - Society**

**Linking America--The Media**

**Unit 2 - Being a Citizen**

**Citizenship**

**III-C: Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.**

**Grade 6:**

1. Explain how Greek and Roman societies expanded and advanced the role of citizen.

**PLATO Courses are not available for this learning expectation.**

2. Identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments).

**PLATO Course Civics, Semester A**

**Unit 1 - Basic Concepts of Power and Authority**

**What Are Politics and Government?**

**Grade 7:**

1. Compare and contrast New Mexico's entry into the United States with that of the original thirteen colonies.

**PLATO Courses are not available for this learning expectation.**

2. Understand the structure and function of New Mexico government as created by the New Mexico Constitution and how it supports local, tribal, and federal governments.

**PLATO Courses are not available for this learning expectation.**



## **Grade 8:**

**1. Describe political philosophies and concepts of government that became the foundation for the American Revolution and the United States government, to include:**

**1. ideas of the nature of government and rights of the individuals expressed in the Declaration of Independence with its roots in English philosophers (e.g., John Locke)**

**PLATO Course Civics, Semester A**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Unit 3 - National Institutions of Government, continued  
National Institutions--Judiciary**

**2. concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights**

**PLATO Course Civics, Semester A**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Unit 3 - National Institutions of Government, continued  
National Institutions--Judiciary**

**3. social covenant established in the Mayflower Compact**

**PLATO Course Civics, Semester A**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Unit 3 - National Institutions of Government, continued  
National Institutions--Judiciary**

**4. characteristics of representative governments**

**PLATO Course Civics, Semester A**

**Unit 1 - Basic Concepts of Power and Authority  
What Are Politics and Government?**

**PLATO Course Civics, Semester B**

**Unit 2 - Being a Citizen  
Internet Research Project: Participating in Local Government**

**5. anti-Federalist and Federalist arguments towards the new Constitution, including those expressed in The Federalist Papers**

**PLATO Course Civics, Semester A**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Unit 3 - National Institutions of Government, continued  
National Institutions--Judiciary**

**6. concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances.**





**PLATO Course Civics, Semester A**

**Unit 1 - Basic Concepts of Power and Authority  
What Are Politics and Government?**

**Course: Unit 1 - Basic Concepts of Power and Authority; What is Democracy?**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Unit 3 - National Institutions of Government, continued  
National Institutions--President**

**PLATO Course Civics, Semester B**

**Unit 2 - Being a Citizen  
State and Local Government**

**Internet Research Project: Participating in Local Government**

**2. Explain the concept and practice of separation of powers among the Congress, the president, and the Supreme Court.**

**PLATO Course Civics, Semester A**

**Unit 1 - Basic Concepts of Power and Authority  
What Are Politics and Government?**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Unit 3 - National Institutions of Government, continued  
National Institutions--President**

**3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people.**

**PLATO Course Civics, Semester A**

**Unit 3 - National Institutions of Government, continued  
National Institutions--Judiciary**

**III-D: Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.**

**Grade 6:**

**1. Understand that the nature of citizenship varies among societies.**

**PLATO Course Civics, Semester A**

**Unit 3 - National Institutions of Government, continued  
National Institutions--President**

**Grade 7:**

**1. Explain the obligations and responsibilities of citizenship (e.g., the obligations of upholding the Constitution, obeying the law, paying taxes, jury duty).**

**PLATO Course Civics, Semester B**

**Unit 2 - Being a Citizen**

**Internet Research Project: Participating in Local Government**

**2. Explain the roles of citizens in political decision-making (e.g., voting, petitioning public officials, analyzing issues).**





**PLATO Courses are not available for this learning expectation.**

**Grade 8:**

- 1. Explain basic law-making processes and how the design of the United States Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., elections, political parties, interest groups).**

**PLATO Course Civics, Semester A**

**Course: Unit 1 - Basic Concepts of Power and Authority; What is Democracy?**

**Course: Unit 2 - National Institutions of Government; The U.S. Constitution**

**Course: Unit 2 - National Institutions of Government; National Institutions--Congress**

- 2. Understand the multiplicity and complexity of human rights issues.**

**PLATO Courses are not available for this learning expectation.**

## Civics A

### Course Overview

A citizen is a person who is legally recognized by a state and entitled to the state's rights and privileges. Civics is the study of the rights and duties of such a person. One of the best ways to understand your rights and duties as a citizen is to study the government that defines and upholds them. In Civics A, you will learn about politics and government, and you'll analyze democracy which is the system of government used in the United States. Finally, you will examine the legislative, executive, and judicial branches of the U.S. Government. A course in Civics teaches you how to actively participate in governance and how you can help improve the quality of governance at all levels.

### Course Goals

By the end of this course, you will be able to do the following:

- Understand the terms *power*, *authority*, *government*, and *public goods*.
- Know the importance of the rule of law in establishing limits on those who govern and those who are governed.
- Analyze a variety of economic issues, including growth of labor unions and farming issues.
- Compare the U.S. system of government with other political systems.
- Identify different methods of filling public offices at national, state, and local levels.
- Evaluate how the federal government serves the purposes set forth by the U.S. Constitution.
- Describe the processes by which the U.S. Constitution can be changed.
- Explain how certain provisions of the Constitution provide for checks and balances among the three branches of government.
- Analyze the structure of the legislative branch of government, including the role of committees and the procedure for enacting laws.
- Analyze the structure of the executive branch of government, including the constitutional powers of the president and the role of the Cabinet.
- Explain the process for electing the president of the United States.
- Understand the role of the Supreme Court and the structure and jurisdiction of the federal court system.
- Summarize the issues, decisions, and significance of landmark Supreme Court cases.
- Understand the meanings behind a variety of legal terms.

## General Skills

To participate in this course, you should be able to perform online research using various search engines and library databases.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

## Credit Value

Civics A is a 0.5-credit course.

## Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

## Unit 1: Basic Concepts of Power and Authority

### Summary

In this unit, you will study politics and government and learn about the features of democracy, a system of government ruled directly or indirectly by the people. You will understand the reasons for establishing sources of authority and how authority can protect individual rights and promote the common good. You will also learn more about your individual rights and your personal and civic responsibilities.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
—	<b>What Are Politics and Government?</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>• <i>Understand the concepts and applications of “power,” “authority,” “government,” and “public goods.”</i></li> <li>• <i>Understand the importance of the rule of law in establishing limits on both those who govern and those who are governed – protecting individual rights, and promoting the common good.</i></li> </ul>	



	<ul style="list-style-type: none"> <li>• Understand the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights.</li> <li>• Discuss limited government and the protection of individual rights.</li> </ul>	
2 days: 2–3	<b>What Are Politics and Government?</b> <i>Read the Overview.</i>	Courseware
1 day: 4	<b>What Are Politics and Government?</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 5	<b>What Are Politics and Government?</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 6	<b>What Are Politics and Government?</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
2 days: 7–8	<b>What Are Politics and Government?</b> <i>In Special Topics, complete the Conflict Resolution section.</i>	Courseware
2 days: 9–10	<b>What Are Politics and Government?</b> <i>In Fundamentals, complete the Women's Rights section.</i>	Courseware
1 day: 11	<b>What Are Politics and Government?</b> <i>Take the Practice Test (not graded).</i>	Courseware
1 day: 12	<b>What Are Politics and Government?</b> <i>Take the Mastery Test (graded).</i>	Courseware
---	<b>What is Democracy?</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>• Analyze economic issues such as the growth of labor unions, farm issues, and the rise of various businesses.</li> <li>• Compare the U.S. system of government with other political systems.</li> <li>• Describe features of a federal system of government.</li> <li>• Describe features of a confederate system of government.</li> <li>• Understand the roles of limited government to the protection of individual rights.</li> <li>• Define terms such as nation, popular sovereignty, indirect democracy, etc.</li> <li>• Identify different methods of filling public offices, including elected offices, at the national, state, and local levels.</li> <li>• Describe the process of electing the president of the United States.</li> <li>• Explain the concepts of absolute and comparative advantages.</li> </ul>	

2 days: 13–14	<b>What is Democracy?</b> <i>Read the Overview.</i>	Courseware
1 day: 15	<b>What is Democracy?</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 16	<b>What is Democracy?</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 17	<b>What is Democracy?</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 18	<b>What is Democracy?</b> <i>In Art, complete the Voting Machine section.</i>	Courseware
1 day: 19	<b>What is Democracy?</b> <i>In Special Topics, complete the Campaigns section.</i>	Courseware
1 day: 20	<b>What is Democracy?</b> <i>In Special Topics, complete the Voting section.</i>	Courseware
2 days: 21–22	<b>What is Democracy?</b> <i>In Fundamentals, complete the Civil Disobedience section.</i>	Courseware
1 day: 23	<b>What is Democracy?</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 24	<b>What is Democracy?</b> <i>Take the Mastery Test (graded).</i>	Assessment
3 days: 25–27	<b>Internet Research Project: Migration and Assimilation</b> <ul style="list-style-type: none"> <li>Explore the historical and contemporary demographics of immigrants to the United States.</li> <li>Explore the motivations, experiences, and challenges faced by immigrants in moving to the United States, as well as assimilating to the dominant culture.</li> </ul>	Online Research
1 day: 28	<b>Posttest—Unit 1</b>	Assessment



## Unit 2: National Institutions of Government, Part 1

### Summary

In this unit, you will learn about the basic principles of the U.S. Constitution, how the Constitution places checks and balances on government rule, and the steps officials can take to amend the document. You will also study the organization and responsibilities of the legislative branch of the U.S. Government.

Day	Activity/Objective	Type
---	<b>The U.S. Constitution</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>• Evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution.</li> <li>• Evaluate constitutional provisions for limiting the role of government.</li> <li>• Analyze the processes by which the U.S. Constitution can be changed.</li> <li>• Analyze the functions of the legislative branch of government, including the bicameral structure of Congress.</li> <li>• Explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government.</li> <li>• Categorize government powers as national or shared.</li> <li>• Discuss the limits on the national and state government in the U.S. federal system of government.</li> </ul>	
2 days: 29–30	<b>The U.S. Constitution</b> <i>Read the Overview.</i>	Courseware
1 day: 31	<b>The U.S. Constitution</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 32	<b>The U.S. Constitution</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 33	<b>The U.S. Constitution</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
2 days: 34–35	<b>The U.S. Constitution</b> <i>In Art, complete four of the following writing activities: U.S. Constitution, Declaration of Independence, United States Flag, Fireworks, Pilgrims, or Statue of the Republic.</i>	Courseware



3 days: 36–38	<b>The U.S. Constitution</b> <i>In Documents, complete all of these writing activities: Declaration of Independence, U.S. Constitution, and Amendments to U.S. Constitution.</i>	Courseware
1 day: 39	<b>The U.S. Constitution</b> <i>In Fundamentals, complete the American Government section.</i>	Courseware
2 days: 40–41	<b>The U.S. Constitution</b> <i>In Fundamentals, complete the American History section.</i>	Courseware
1 day: 42	<b>The U.S. Constitution</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 43	<b>The U.S. Constitution</b> <i>Take the Mastery Test (graded).</i>	Assessment
---	<b>National Institutions - Congress</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>Analyze the structure of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws.</li> <li>Explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government.</li> <li>Categorize and explain the functions and powers of Congress, including its non-legislative functions (such as oversight).</li> </ul>	
2 days: 44–45	<b>National Institutions - Congress</b> <i>Read the Overview.</i>	Courseware
1 day: 46	<b>National Institutions - Congress</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 47	<b>National Institutions - Congress</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 48	<b>National Institutions - Congress</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 49	<b>National Institutions - Congress</b> <i>In Graphs/Charts, complete the following sections:</i> <ul style="list-style-type: none"> <li>U.S. Federal Budget</li> <li>How a Bill Becomes a Law</li> </ul>	Courseware

1 day: 50	<b>National Institutions - Congress</b> • <i>In Maps, complete the section on the United States.</i>	Courseware
1 day: 51	<b>National Institutions - Congress</b> <i>In Art, complete the following sections:</i> • <i>Capitol Building</i> • <i>Congress</i>	Courseware
1 day: 52	<b>National Institutions - Congress</b> <i>In Special Topics, complete the Parliamentary Procedure section.</i>	Courseware
1 day: 53	<b>National Institutions - Congress</b> <i>In Fundamentals, complete the Congressional Record section.</i>	Courseware
1 day: 54	<b>National Institutions - Congress</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 55	<b>National Institutions - Congress</b> <i>Take the Mastery Test (graded).</i>	Assessment
3 days: 56–58	<b>Internet Research Project: A Modern Constitutional Convention</b> <i>Identify issues of national political importance, evaluate alternative constitutional methods of dealing with these issues, and use a parliamentary decision-making process to choose among the alternatives.</i>	Online Research
1 day: 59	<b>Posttest—Unit 2</b>	Assessment



## Unit 3: National Institutions of Government, Part 2

### Summary

In this unit, you will study the executive and judiciary branches of the U.S. Government. The executive branch is responsible for carrying out laws and is made up of the president, the vice president, and the Cabinet. The judiciary branch is responsible for evaluating and upholding laws and is comprised of the Supreme Court and other courts.

---	<b>National Institutions - President</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>Analyze the structure of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet.</li> <li>Analyze the structure of the executive branch of government, including the role of the executive departments.</li> <li>Describe and categorize the functions of the different departments of the federal bureaucracy.</li> <li>Explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government.</li> <li>Explain the process of electing the president of the United States.</li> <li>Explain how the president could use his powers to influence Congress and the people.</li> <li>Explain the major responsibilities of the president for foreign policy.</li> </ul>	
2 days: 60–61	<b>National Institutions - President</b> <i>Read the Overview.</i>	Courseware
1 day: 62	<b>National Institutions - President</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 63	<b>National Institutions - President</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 64	<b>National Institutions - President</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
2 days: 65–66	<b>National Institutions - President</b> <i>In Art, complete four of the following writing activities: Cabinet Meeting, Abraham Lincoln, American Leaders, United Nations, George Washington, or White House.</i>	Courseware
1 day: 67	<b>National Institutions - President</b> <i>In Maps, complete the World section.</i>	Courseware



1 day: 68	<b>National Institutions - President</b> <i>In Special Topics, complete the Armed Forces Literacy section.</i>	Courseware
2 days: 69–70	<b>National Institutions - President</b> <i>In Fundamentals, complete Relations with Neighbors.</i>	Courseware
1 day: 71	<b>National Institutions - President</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 72	<b>National Institutions - President</b> <i>Take the Mastery Test (graded).</i>	Assessment
---	<b>National Institutions - Judiciary</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>Analyze how the Constitution established the Supreme Court and how Congress established the federal court system, its structure, and its jurisdiction.</li> <li>Explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government.</li> <li>Analyze issues addressed in selected cases such as “Engel v. Vitale” and “Miranda v. Arizona” that involve Supreme Court interpretations of rights guaranteed by the U.S. Constitution.</li> <li>Summarize the issues, decisions, and significance of landmark Supreme Court cases including “Marbury v. Madison.”</li> <li>Analyze the role of the judiciary in protecting the rights of individuals.</li> <li>Examine the relationship between the state and federal court systems.</li> <li>Examine how the Supreme Court functions, decides which cases to take, and how cases are decided and decisions issued.</li> <li>Understand the meaning behind various legal terms such as amicus curiae brief, stare decisis, civil liberties, civil rights, affirmative action, and writ of certiorari.</li> </ul>	
2 days: 73–74	<b>National Institutions - Judiciary</b> <i>Read the Overview.</i>	Courseware
1 day: 75	<b>National Institutions - Judiciary</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 76	<b>National Institutions - Judiciary</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 77	<b>National Institutions - Judiciary</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware

2 days: 78–79	<b>National Institutions - Judiciary</b> <i>In Maps, complete the following sections:</i> <ul style="list-style-type: none"> <li>• Europe</li> <li>• Russia and the Eurasian Republics</li> </ul>	Courseware
1 day: 80	<b>National Institutions - Judiciary</b> <i>In Graphs/Charts, complete the section on U.S. Branches of Government.</i>	Courseware
1 day: 81	<b>National Institutions - Judiciary</b> <i>In Art, complete the section on Supreme Court Justices.</i>	Courseware
1 day: 82	<b>National Institutions - Judiciary</b> <i>In Fundamentals, complete the section on Jury Duty.</i>	Courseware
1 day: 83	<b>National Institutions - Judiciary</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 84	<b>National Institutions - Judiciary</b> <i>Take the Mastery Test (graded).</i>	Assessment
3 days: 85–87	<b>Internet Research Project: Budget Process</b> <i>Gain an understanding of the budget process, the tradeoffs required in budgeting, and the major funding requirements of the U.S. government.</i>	Online Research
1 day: 88	<b>Posttest—Unit 3</b>	Assessment
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>End-of-Semester Test</b>	Assessment



## Civics B

### Course Overview

A citizen is a person who is legally recognized by a state and entitled to the state's rights and privileges. Civics is the study of the rights and duties of such a person. One of the best ways to understand your rights and duties is to study the government that defines and upholds them. In Civics B, you will learn how Americans are linked to the government and each other through the media and a number of political parties. You will also take a detailed look at civic responsibility and what it means to be a contributing member of society. Finally, you will study how and why the U.S. creates certain goods and services and you'll see how political and economic decisions made at home can affect foreign policy abroad.

### Course Goals

By the end of this course, you will be able to do the following:

- Discuss the role and importance of the media in connecting the public with the government.
- Examine the relationship between local, state, and federal governments.
- Explain the difference between personal and civic responsibilities.
- Analyze the factors that influence an individual's political attitudes.
- Understand the importance of community service, civic improvement, and political activities.
- Compare the U.S. free-enterprise system with other economic systems.
- Explain how people organize economic systems for the production, distribution, and consumption of goods and services.
- Describe the effects of government policies on the free market.
- Evaluate the use of national interest as a criterion for American foreign policy.
- Describe ways in which Americans can influence foreign policy.

### General Skills

To participate in this course, you should be able to perform online research using various search engines and library databases.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

### Credit Value

Civics B is a 0.5-credit course.



## Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

### Unit 1: Society

#### Summary

In this unit, you will learn how the general public is connected to politics through the media. You will also study the political parties in U.S. Congress and the formation and maintenance of special interest groups.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
---	<b>Linking America – The Media</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>• Discuss the role and importance of the media.</li> <li>• Give examples of the processes used by the media to decide what to report.</li> <li>• Discuss public opinion and how it is measured.</li> </ul>	
2 days: 2–3	<b>Linking America – The Media</b> <i>Read the Overview.</i>	Courseware
1 day: 4	<b>Linking America – The Media</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 5	<b>Linking America – The Media</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 6	<b>Linking America – The Media</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 7	<b>Linking America – The Media</b> <i>In Graphs/Charts, complete the Primary Sources of News section.</i>	Courseware

1 day: 8	<b>Linking America – The Media</b> <i>In Maps, complete the following writing activities:</i> <ul style="list-style-type: none"> <li>• The Middle East and North Africa</li> <li>• Africa</li> </ul>	Courseware
1 day: 9	<b>Linking America – The Media</b> <i>Take the Practice Test (not graded).</i>	Courseware
1 day: 10	<b>Linking America – The Media</b> <i>Take the Mastery Test (graded).</i>	Courseware
---	<b>Linking America – Political Parties</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>• Identify the functions of political parties.</li> <li>• Analyze the two-party system in the United States.</li> <li>• Evaluate the role of third parties in the United States.</li> </ul>	
2 days: 11–12	<b>Linking America – Political Parties</b> <i>Read the Overview.</i>	Courseware
1 day: 13	<b>Linking America – Political Parties</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 14	<b>Linking America – Political Parties</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 15	<b>Linking America – Political Parties</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 16	<b>Linking America – Political Parties</b> <i>In Art, complete the Elephant and Donkey section.</i>	Courseware
1 day: 17	<b>Linking America – Political Parties</b> <i>In Maps, complete the following writing activities:</i> <ul style="list-style-type: none"> <li>• Latin America</li> <li>• Canada</li> </ul>	Courseware
1 day: 18	<b>Linking America – Political Parties</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 19	<b>Linking America – Political Parties</b> <i>Take the Mastery Test (graded).</i>	Assessment



3 days: 20–22	<b>Internet Research Project: Presidential Campaigns</b> <i>Explore the roles of various actors in electing the president of the United States.</i>	Online Research
1 day: 23	<b>Posttest—Unit 1</b>	Assessment

## Unit 2: Being a Citizen

### Summary

In this unit, you will understand the relationships between local, state, and federal governments, and how they evolved over time. You will learn about the structure of government and how officials are elected into office. In addition, you will analyze the personal, political, and economic rights and responsibilities of citizens. Finally, you will identify different political attitudes and recognize the importance of participation in civic improvements.

Day	Activity/Objective	Type
---	<b>State and Local Government</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>Analyze the structure of state, local, territorial, and tribal government.</li> <li>Evaluate the role of the different governmental units.</li> <li>Evaluate the limits on the state governments in the U.S. federal system of government.</li> <li>Examine early state constitutions and how state governments and constitutions have evolved over time.</li> <li>Describe and categorize the functions and revenue sources of state and local governments.</li> <li>Examine the relationship between state and local governments, including the formation of local governments.</li> <li>Understand the advantages of the federal system in solving local problems through increased innovation and choice of public service programs.</li> </ul>	
2 days: 24–25	<b>State and Local Government</b> <i>Read the Overview.</i>	Courseware
1 day: 26	<b>State and Local Government</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware



1 day: 27	<b>State and Local Government</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 28	<b>State and Local Government</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 29	<b>State and Local Government</b> <i>In Art, complete the section on the United States.</i>	Courseware
1 day: 30	<b>State and Local Government</b> <i>In Maps, complete the section on East and South Asia.</i>	Courseware
2 days: 31–32	<b>State and Local Government</b> <i>In Special Topics, complete Interpreting Financial Documents.</i>	Courseware
1 day: 33	<b>State and Local Government</b> <i>In Fundamentals, complete the School Board section.</i>	Courseware
1 day: 34	<b>State and Local Government</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 35	<b>State and Local Government</b> <i>Take the Mastery Test (graded).</i>	Assessment
---	<b>Citizenship</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>• Explain the difference between personal and civic responsibilities.</li> <li>• Analyze the factors that influence an individual's political attitudes.</li> <li>• Understand the history of the rights, liberties, and obligations of citizenship in the United States.</li> <li>• Understand that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).</li> <li>• Understand ways he or she can contact his or her representatives and why it is important to do so and knows which level of government he or she should contact to express his or her opinions or to get help on a specific problem.</li> <li>• Understand the importance of participation in community service, civic improvement, and political activities.</li> </ul>	
2 days: 36–37	<b>Citizenship</b> <i>Read the Overview.</i>	Courseware

1 day: 38	<b>Citizenship</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 39	<b>Citizenship</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 40	<b>Citizenship</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 41	<b>Citizenship</b> <i>In Graphs/Charts, complete U.S. Foreign-Born by Region of Birth: 2000.</i>	Courseware
1 day: 42	<b>Citizenship</b> <i>In Maps, complete the section on Australia and New Zealand.</i>	Courseware
2 days: 43–44	<b>Citizenship</b> <i>In Documents, complete Universal Declaration of Human Rights.</i>	Courseware
2 days: 45–46	<b>Citizenship</b> <i>In Art, complete the following writing activities:</i> <ul style="list-style-type: none"> <li>• Martin Luther King, Jr.</li> <li>• Oath of Citizenship</li> </ul>	Courseware
2 days: 47–48	<b>Citizenship</b> <i>In Special Topics, complete the section on Community Service Projects.</i>	Courseware
3 days: 49–51	<b>Citizenship</b> <i>In Special Topics, complete the following sections:</i> <ul style="list-style-type: none"> <li>• Religious Literacy (Monotheisms)</li> <li>• Religious Literacy (Polytheisms)</li> </ul>	Courseware
1 day: 52	<b>Citizenship</b> <i>In Fundamentals, complete the section on Integrated Civics.</i>	Courseware
1 day: 53	<b>Citizenship</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 54	<b>Citizenship</b> <i>Take the Mastery Test (graded).</i>	Assessment
3 days: 55–57	<b>Internet Research Project: Participating in Local Government</b> <ul style="list-style-type: none"> <li>• Identify different local governmental entities, their responsibilities, and their organization.</li> <li>• Gain an understanding of public meetings and the role they play in local governance.</li> </ul>	Online Research



1 day: 58	Posttest—Unit 2	Assessment
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## Unit 3: Policy and the Citizen

### Summary

In this unit, you will study the U.S. economy—how goods and services are created, consumed, and exchanged in the United States. You will investigate the laws of supply and demand, and learn about fluctuating banking regulations and business cycles. You will also explain the idea of national interest and how it relates to the initiation of American foreign policy. Finally, you will see the role that the U.S. plays in the international arena with regard to foreign trade and conflict resolution.

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2 days: 59–60	<b>The U.S. Economy</b> <i>Read the Overview.</i>	Courseware
1 day: 61	<b>The U.S. Economy</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 62	<b>The U.S. Economy</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 63	<b>The U.S. Economy</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 64	<b>The U.S. Economy</b> <i>In Graphs/Charts, complete the Stock Market section.</i>	Courseware
2 days: 66–66	<b>The U.S. Economy</b> <i>In Documents, complete the section on Social Security Act of 1935.</i>	Courseware
2 days: 67–68	<b>The U.S. Economy</b> <i>In Special Topics, complete the Money Management section.</i>	Courseware
2 days: 69–70	<b>The U.S. Economy</b> <i>In Special Topics, complete the Consumer Rights section.</i>	Courseware
1 day: 71	<b>The U.S. Economy</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 72	<b>The U.S. Economy</b> <i>Take the Mastery Test (graded).</i>	Assessment
---	<b>Involvement in World Affairs</b> <i>In this lesson, you will cover the following objectives:</i> <ul style="list-style-type: none"> <li>• Explain the idea of the national interest.</li> <li>• Evaluate the use of the national interest as a criterion for American foreign policy.</li> <li>• Explain the influence of American constitutional values and principles on American foreign policy.</li> <li>• Explain possible tensions among American values, principles, and interests as the nation deals with the practical requirements of international politics.</li> <li>• Analyze the formation of American foreign policy.</li> <li>• Explain how and why domestic politics may impose constraints or obligations on the ways in which the United States acts in the world.</li> <li>• Describe ways in which Americans can influence foreign policy.</li> </ul>	

	<ul style="list-style-type: none"> <li>Describe the various means used to attain the ends of United States foreign policy, such as diplomacy; economic, military, and humanitarian aid; treaties; sanctions; military intervention; and covert action.</li> <li>Evaluate the role the United States plays in the international arena, such as resolving international conflicts.</li> <li>Describe the process by which United States foreign policy is made, including the roles of federal agencies, domestic interest groups, the public, and the media.</li> <li>Evaluate the current role of the United States in peacemaking and peacekeeping.</li> <li>Evaluate the U.S. foreign policy in light of national interests and American values, such as embargos.</li> <li>Evaluate the U.S. economic policy in light of national interests and American values, such as NAFTA.</li> <li>Evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.</li> </ul>	
2 days: 73–74	<b>Involvement in World Affairs</b> <i>Read the Overview.</i>	Courseware
1 day: 75	<b>Involvement in World Affairs</b> <i>Review the Glossary and fill in the Glossary activity sheet.</i>	Courseware
1 day: 76	<b>Involvement in World Affairs</b> <i>In Study Questions, complete the Factual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
1 day: 77	<b>Involvement in World Affairs</b> <i>In Study Questions, complete the Conceptual section. Use the Overview Library and the Chronology Library as references.</i>	Courseware
2 days: 78–79	<b>Involvement in World Affairs</b> <i>In Documents, complete section on the Monroe Doctrine.</i>	Courseware
1 day: 80	<b>Involvement in World Affairs</b> <i>In Graphs/Charts, complete the section on The Intelligence Community.</i>	Courseware
2 days: 81–82	<b>Involvement in World Affairs</b> <i>In Special Topics, complete the section on Judging Foreign Policy.</i>	Courseware
1 day: 83	<b>Involvement in World Affairs</b> <i>Take the Practice Test (not graded).</i>	Assessment
1 day: 84	<b>Involvement in World Affairs</b> <i>Take the Mastery Test (graded).</i>	Assessment
3 days: 85–87	<b>Internet Research Project: Types of Democracy</b> <i>Explore the various types of democracy.</i>	Online Research

1 day: 88	<b>Posttest—Unit 3</b>	Assessment
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>End-of-Semester Test</b>	Assessment



# Art History and Appreciation

## Course Overview

Art has played a significant role in every major civilization throughout the history of man. The emergence of different art forms often reflects the values that a civilization deems important: religion, labor, love, political change, or even commerce. Since artwork and cultural values are so closely related, studying art is a compelling way to learn about the people who produced it.

## Course Goals

By the end of this course, you will be able to do the following:

- Identify the concepts of art, expression, and creativity.
- Demonstrate an understanding of art vocabulary and the art evaluation process.
- Identify principles and characteristics of Egyptian, Classical Greek, and Roman art.
- Examine technological developments in Greek and Roman architecture.
- Identify and classify the main principles of Renaissance art.
- Identify and analyze key aesthetic principles of art around the world.
- Evaluate and characterize the relationship between art and science in the early modern world.
- Assess the relationship between art and politics in the early modern world.
- Recognize and describe the cultural importance of modern design in the world today.
- Analyze pre-digital visual culture from the 1950s to the end of the 20th century.

## General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

## Credit Value

Art History and Appreciation is a 0.5-credit course.

## Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

### Unit 1: What is Art?: Creation and Communication

#### Summary

This unit explores the main concepts of art, expression and creativity. It answers questions like *what is art*, *what is creativity*, and explains how and why people respond to art. It also covers basic design principles such as emphasis, balance, and unity, and the art evaluation process. The discussion of art includes art vocabulary, and also elaborates on the different media, tools, techniques, and processes artists use. This unit focuses on how to analyze images and the meanings that the artists convey through their art, whether denotative, connotative, persuasive, or rhetoric.

Day	Activity/Objective	Type
2 days: 1–2	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
2 days: 3–4	<b>Creativity and Expression in Art</b> <i>Identify the main concepts of art, expression, and creativity</i>	Tutorial
2 days: 5–6	<b>Understanding Design Principles</b> <i>Identify and understand basic design principles</i>	Tutorial
2 days: 7–8	<b>Understanding and Evaluating Art</b> <i>Build an understanding of art vocabulary and the art evaluation process</i>	Exploration
2 days: 9–10	<b>Understanding Tools and Techniques</b> <i>Classify and understand art tools, techniques, and processes</i>	Tutorial
2 days: 11–12	<b>Communicating Meaning through Art</b> <i>Identify tools for analyzing an image and analyze how images communicate meaning</i>	Exploration
1 day: 13	<b>Posttest—Unit 1</b>	Assessment



## Unit 2: Art, History, and Culture

### Summary

Art in the form of sculptures, paintings, and tools from the Paleolithic and the Neolithic ages is explained in a way that reflects the lifestyle and advances of people during the Stone Age. The unit explores Egyptian art, including the famous Egyptian pyramids and funerary art. It also discusses Classical Greek and Roman art, including paintings, sculptures, and pottery. Greek and Roman architecture, such as temples and the monumental structures of the Acropolis and Coliseum are also highlighted.

Day	Activity/Objective	Type
2 days: 14–15	<b>Prehistoric Art and Culture</b> <i>Describe cultural functions of prehistoric art</i>	Tutorial
2 days: 16–17	<b>Egyptian Culture and Art</b> <i>Identify the form and function of Egyptian art in its cultural context</i>	Exploration
3 days: 18–20	<b>Classical Greek Art</b> <i>Identify and describe the main principles of classical Greek art</i>	Tutorial
3 days: 20–22	<b>Roman Art</b> <i>Identify the principal characteristics of Roman art</i>	Exploration
3 days: 23–25	<b>Understanding Greek and Roman Architecture</b> <i>Examine technological developments in Greek and Roman architecture</i>	Tutorial
1 day: 26	<b>Posttest—Unit 2</b>	Assessment



## Unit 3: Western and World Art Appreciation

### Summary

In this unit, you will explore the influence of the Church on art, including sacred images, architecture, paintings, sculptures, manuscripts, and mosaics. This unit will also discuss Islamic art and architecture and Renaissance art. It will explore art from Africa and from India, China, Japan, and other Asian countries. It concludes with art from the Americas, exploring the key features of American Indian art from different native civilizations and of Latin American art, including famous Latino artists such as Frida Kahlo and Diego Rivera.

Day	Activity/Objective	Type
3 days: 27–29	<b>Developments in Christian Art</b> <i>Recognize and describe principal developments in early Christian art and architecture</i>	Tutorial
3 days: 30–32	<b>Sacred Images and Christian Worship</b> <i>Examine the relationship of sacred images and architecture to Christian worship</i>	Tutorial
3 days: 33–35	<b>Islamic Art and Architecture</b> <i>Analyze aspects of Islamic art and architecture</i>	Exploration
2 days: 36–37	<b>Renaissance Art</b> <i>Identify and classify the main principles of Renaissance art</i>	Exploration
2 days: 38–39	<b>Exploring Asian Art</b> <i>Identify and compare examples of Indian, Chinese, and Japanese art</i>	Tutorial
2 days: 40–41	<b>African Art and Aesthetics</b> <i>Identify and analyze key aesthetic principles of African art</i>	Exploration
2 days: 42–43	<b>Appreciation of American Indian Art</b> <i>Identify key features of American Indian art</i>	Exploration
2 days: 44–45	<b>Appreciation of Latin American Art</b> <i>Identify key features of Latin American art</i>	Exploration
1 day: 46	<b>Posttest—Unit 3</b>	Assessment

## Unit 4: Art and the Modern World

### Summary

Christian art and its influences were discussed in the previous unit. This unit explores art from the Reformation and Counter-Reformation periods, particularly the distinctions between secular and sacred art that occurred when the Church split. It goes on to cover the characteristics of baroque art and architecture and how it is distinct from work of the Renaissance period. This unit also focuses on how the printing press revolutionized post-Renaissance art. It proceeds to elaborate on the blurred distinction between art and science in the modern world and the new media available to artists, which combine to make art a multisensory experience. This unit concludes by exploring how art influences and is influenced by politics and culture in the modern world.

Day	Activity/Objective	Type
3 days: 47–49	<b>Understanding Art and the Reformation</b> <i>Describe the historical and cultural significance of the Reformation period on art</i>	Tutorial
3 days: 50–52	<b>Principles of Baroque Art and Architecture</b> <i>Identify and describe key principles of baroque art and architecture</i>	Exploration
3 days: 53–55	<b>Visual Culture after the Renaissance</b> <i>Evaluate how the development of visual technologies impacted art after the Renaissance</i>	Tutorial
2 days: 56–57	<b>Art and Science in the Modern World</b> <i>Evaluate and characterize the relationship between art and science in the early modern world</i>	Exploration
2 days: 58–59	<b>Art and Politics in the Modern World</b> <i>Assess the relationship between art and politics in the early modern world</i>	Tutorial
2 days: 60–61	<b>Modern Art and Modern Culture</b> <i>Describe the main principles of modern art in relation to modern culture</i>	Exploration
1 day: 62	<b>Posttest—Unit 4</b>	Assessment



## Unit 5: Art in the 20th Century and Today

### Summary

In this unit, you will explore modern architecture, new technologies, materials, and designs. The unit focuses on the relationship between form and function in architecture and famous architects, such as Louis Sullivan and Frank Lloyd Wright, their work, and their inspirations. This unit elaborates on modern design movements, such as the International Style, and modern industrial design and designers. It also focuses on developments in art after World War II. The unit examines contemporary art and artists and discusses newer careers in art, including animation and game design. To conclude, this unit looks at the visual culture that developed in the latter half of the 20th century, including photography, cinema, and television, as well as digital and computer-generated art.

Day	Activity/Objective	Type
3 days: 63–65	<b>Developments in Modern Architecture</b> <i>Identify and describe major developments in modern architecture in terms of technologies, form, and function</i>	Tutorial
3 days: 66–68	<b>Modern Design for Today</b> <i>Recognize and describe the cultural importance of modern design in the world today</i>	Tutorial
3 days: 69–71	<b>Developments in Art after World War II</b> <i>Assess major developments in art after World War II</i>	Exploration
3 days: 72–74	<b>Understanding Contemporary Art</b> <i>Consider new roles for art in the contemporary world</i>	Exploration
2 days: 75–76	<b>Visual Culture after the 1950s</b> <i>Analyze pre-digital (analog) visual culture from the 1950s to the end of the 20th century</i>	Exploration
2 days: 77–78	<b>Developments in Visual Culture: Video Games and Animation</b> <i>Analyze late twentieth-century and early twenty-first-century technological developments in visual culture and new media</i>	Tutorial
1 day: 79	<b>Posttest—Unit 5</b>	Assessment



## Course Project: Art History and Appreciation

### Summary

The course project is designed to take approximately eight days. Because the activities included in the project relate directly to many of the course objectives, it is possible for you to work on the project incrementally during the semester.

Day	Activity/Objective	Type
8 days: 80–87	<b>Course Project</b>	Offline
1 day: 88	<b>Semester Review</b>	
2 days: 89–90	<b>End-of-Semester Test</b>	Assessment



# The Correlation of PLATO® Curricula to Common Core State Standards: Mathematics Standards

July 01, 2013

## INTRODUCTION

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Common Core State Standards: Mathematics Standards, Mathematics Standards. URL: <http://www.corestandards.org/>.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courseware was used in this correlation report:

**PLATO® Course Math 6, Semester A v2.0**

**PLATO® Course Math 6, Semester B v2.0**

PLATO Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

## Mathematics Standards

### Grade 6

#### Ratios & Proportional Relationships

**Understand ratio concepts and use ratio reasoning to solve problems.**

**6.RP.A.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1,**

because for every 2 wings there was 1 beak.” □ “For every vote candidate A received, candidate C received nearly three votes.” □

PLATO Course Math 6, Semester A v2.0

Unit 1: Ratios and Proportional Relationships

Introduction to Ratios

Rates

Applications of Rates

Measurement Units and Ratio Conversions

Unit Activity: Ratios and Proportional Relationships

**6.RP.A.2. Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $3/4$  cup of flour for each cup of sugar.” □ “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”**

PLATO Course Math 6, Semester A v2.0

Unit 1: Ratios and Proportional Relationships

Introduction to Ratios

Rates

Applications of Rates

Unit Activity: Ratios and Proportional Relationships

**6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.**

- **6.RP.A.3a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios**

PLATO Course Math 6, Semester A v2.0

Unit 1: Ratios and Proportional Relationships

Tables of Ratios

Unit 3: Visualizing Numbers

The Coordinate Plane

Unit Activity: Visualizing Numbers

- **6.RP.A.3b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?**



PLATO Course Math 6, Semester A v2.0

Unit I: Ratios and Proportional Relationships

Introduction to Ratios

Rates

Applications of Rates

Unit Activity: Ratios and Proportional Relationships

- **6.RP.A.3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means  $30/100$  times the quantity); solve problems involving finding the whole, given a part and the percent.**

PLATO Course Math 6, Semester A v2.0

Unit I: Ratios and Proportional Relationships

Introduction to Ratios

Rates

Applications of Rates

Ratios and Rates as Percentages

Unit Activity: Ratios and Proportional Relationships

- **6.RP.A.3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.**

PLATO Course Math 6, Semester A v2.0

Unit I: Ratios and Proportional Relationships

Introduction to Ratios

Measurement Units and Ratio Conversions

## The Number System

**Apply and extend previous understandings of multiplication and division to divide fractions by fractions.**

**6.NS.A.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for  $(2/3) \div (3/4)$  and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(2/3) \div (3/4) = 8/9$  because  $3/4$  of  $8/9$  is  $2/3$ . (In general,  $(a/b) \div (c/d) = ad/bc$ .) How much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $3/4$ -cup servings are in  $2/3$  of a cup of yogurt? How wide is a rectangular strip of land with length  $3/4$  mi and area  $1/2$  square mi? Compute fluently with multi-digit numbers and find common factors and multiples.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Dividing Fractions

Common Factors and Multiples

Unit Activity: The Number System

**6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Dividing Multidigit Numbers

Operations with Decimals

Unit Activity: The Number System

**6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Dividing Multidigit Numbers

Operations with Decimals

Unit Activity: The Number System

**6.NS.B.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express  $36 + 8$  as  $4(9 + 2)$ . Apply and extend previous understandings of numbers to the system of rational numbers.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Common Factors and Multiples

Positive and Negative Rational Numbers

Unit Activity: The Number System

Unit 3: Visualizing Numbers

Ordering Values in the Real World

**Apply and extend previous understandings of numbers to the system of rational numbers.**

**6.NS.C.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values**



(e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Positive and Negative Rational Numbers

Unit 3: Visualizing Numbers

Unit Activity: Visualizing Numbers

**6.NS.C.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.**

- **6.NS.C.6a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-( -3 ) = 3$ , and that 0 is its own opposite.**

PLATO Course Math 6, Semester A v2.0

Unit 3: Visualizing Numbers

The Number Line

Inequalities on the Number Line

Unit Activity: Visualizing Numbers

- **6.NS.C.6b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.**

PLATO Course Math 6, Semester A v2.0

Unit 1: Ratios and Proportional Relationships

Tables of Ratios

Unit 3: Visualizing Numbers

The Coordinate Plane

The Coordinate Plane in the Real World

- **6.NS.C.6c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.**

PLATO Course Math 6, Semester A v2.0



Unit 1: Ratios and Proportional Relationships

Tables of Ratios

Unit 2: The Number System

Positive and Negative Rational Numbers

Unit 3: Visualizing Numbers

The Number Line

The Coordinate Plane

Inequalities on the Number Line

Ordering Values in the Real World

Absolute Values

Unit Activity: Visualizing Numbers

**6.NS.C.7. Understand ordering and absolute value of rational numbers.**

- **6.NS.C.7a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret  $-3 > -7$  as a statement that  $-3$  is located to the right of  $-7$  on a number line oriented from left to right.**

PLATO Course Math 6, Semester A v2.0

Unit 3: Visualizing Numbers

The Number Line

Inequalities on the Number Line

Unit Activity: Visualizing Numbers

- **6.NS.C.7b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ .**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Positive and Negative Rational Numbers

Unit 3: Visualizing Numbers

The Number Line

Ordering Values in the Real World

Absolute Values

Unit Activity: Visualizing Numbers

- **6.NS.C.7c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world**

**situation. For example, for an account balance of “–30 dollars, write  $| -30 | = 30$  to describe the size of the debt in dollars.**

PLATO Course Math 6, Semester A v2.0  
 Unit 2: The Number System  
 Positive and Negative Rational Numbers  
 Unit 3: Visualizing Numbers  
 The Number Line  
 Ordering Values in the Real World  
 Absolute Values  
 Comparing Absolute Values  
 The Coordinate Plane in the Real World  
 Unit Activity: Visualizing Numbers

- **6.NS.C.7d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than “–30 dollars represents a debt greater than 30 dollars.**

PLATO Course Math 6, Semester A v2.0  
 Unit 3: Visualizing Numbers  
 Absolute Values  
 Comparing Absolute Values  
 The Coordinate Plane in the Real World  
 Unit Activity: Visualizing Numbers

**6.NS.C.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.**

PLATO Course Math 6, Semester A v2.0  
 Unit 3: Visualizing Numbers  
 The Coordinate Plane  
 Absolute Values  
 Comparing Absolute Values  
 The Coordinate Plane in the Real World  
 Unit Activity: Visualizing Numbers

## **Expressions & Equations**

**Apply and extend previous understandings of arithmetic to algebraic expressions.**

**6.EE.A.1. Write and evaluate numerical expressions involving whole-number exponents.**

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Exponential Expressions

Using Variables

Properties of Operations

Problems with Equations

Real-World Expressions

**6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers.**

- **6.EE.A.2a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract  $y$  from 5”  $\square$  as  $5 - y$ .**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Unit Activity: The Number System

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Using Variables

- **6.EE.A.2b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression  $2(8 + 7)$  as a product of two factors; view  $(8 + 7)$  as both a single entity and a sum of two terms.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Unit Activity: The Number System

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Using Variables

Properties of Operations

Equations in the Real World

Inequalities as Constraints

Unit Activity: Expressions and Equations

- **6.EE.A.2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those**



involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas  $V = s^3$  and  $A = 6s^2$  to find the volume and surface area of a cube with sides of length  $s = \frac{1}{2}$ .

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Exponential Expressions

Using Variables

Properties of Operations

Problems with Equations

Real-World Expressions

**6.EE.A.3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ; apply the distributive property to the expression  $24x + 18y$  to produce the equivalent expression  $6(4x + 3y)$ ; apply properties of operations to  $y + y$  to produce the equivalent expression  $3y$ .**

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Exponential Expressions

Properties of Operations

**6.EE.A.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number  $y$  stands for. Reason about and solve one-variable equations and inequalities.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Unit Activity: The Number System

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Using Variables

Properties of Operations

Equations in the Real World

Inequalities as Constraints

Unit Activity: Expressions and Equations

**Reason about and solve one-variable equations and inequalities.**

**6.EE.B.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.**

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Using Variables

Problems with Equations

Problems with Inequalities

**6.EE.B.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.**

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Exponential Expressions

Using Variables

Problems with Equations

Real-World Expressions

Quantitative Relationships

Unit Activity: Expressions and Equations

**6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$  and  $x$  are all nonnegative rational numbers.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Unit Activity: The Number System

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Using Variables

Properties of Operations

Equations in the Real World

Inequalities as Constraints

Unit Activity: Expressions and Equations

**6.EE.B.8. Write an inequality of the form  $x > c$  or  $x < c$  to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form  $x > c$  or  $x < c$  have infinitely**

**many solutions; represent solutions of such inequalities on number line diagrams.**

PLATO Course Math 6, Semester A v2.0

Unit 2: The Number System

Unit Activity: The Number System

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Using Variables

Properties of Operations

Equations in the Real World

Inequalities as Constraints

Unit Activity: Expressions and Equations

**Represent and analyze quantitative relationships between dependent and independent variables.**

**6.EE.C.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.**

PLATO Course Math 6, Semester B v2.0

Unit 1: Expressions and Equations

Real-World Expressions

Quantitative Relationships

Unit Activity: Expressions and Equations

## **Geometry**

**Solve real-world and mathematical problems involving area, surface area, and volume.**

**6.G.A.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.**

PLATO Course Math 6, Semester B v2.0

Unit 2: Geometry



## Area

**6.G.A.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = l w h$  and  $V = b h$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.**

PLATO Course Math 6, Semester B v2.0

Unit 2: Geometry

Volume

**6.G.A.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.**

PLATO Course Math 6, Semester B v2.0

Unit 2: Geometry

Area

Polygons

**6.G.A.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.**

PLATO Course Math 6, Semester B v2.0

Unit 2: Geometry

Three-Dimensional Figures

Unit Activity: Geometry

## Statistics & Probability

**Develop understanding of statistical variability.**

**6.SP.A.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” ☐ is not a statistical question, but “How old are the students in my school?” ☐ is a statistical question because one anticipates variability in students’<sup>TM</sup> ages.**

PLATO Course Math 6, Semester B v2.0  
Unit 3: Statistics and Probability  
Introduction to Statistics  
Data Sets

**6.SP.A.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.**

PLATO Course Math 6, Semester B v2.0  
Unit 3: Statistics and Probability  
Introduction to Statistics  
Measures of Center  
Data Sets  
Interpreting Statistics

**6.SP.A.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.**

PLATO Course Math 6, Semester B v2.0  
Unit 3: Statistics and Probability  
Introduction to Statistics  
Measures of Center  
Interpreting Statistics

**Summarize and describe distributions.**

**6.SP.B.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.**

PLATO Course Math 6, Semester B v2.0  
Unit 3: Statistics and Probability  
Descriptive Statistics

**6.SP.B.5. Summarize numerical data sets in relation to their context, such as by:**

- **6.SP.B.5a. Reporting the number of observations.**

PLATO Course Math 6, Semester B v2.0  
Unit 3: Statistics and Probability  
Introduction to Statistics  
Data Sets

- **6.SP.B.5b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.**

PLATO Course Math 6, Semester B v2.0

Unit 3: Statistics and Probability

Introduction to Statistics

Data Sets

Interpreting Statistics

- **6.SP.B.5c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.**

PLATO Course Math 6, Semester B v2.0

Unit 3: Statistics and Probability

Introduction to Statistics

Measures of Center

Interpreting Statistics

Unit Activity: Statistics and Probability

- **6.SP.B.5d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.**

PLATO Course Math 6, Semester B v2.0

Unit 3: Statistics and Probability

Introduction to Statistics

Measures of Center

Data Sets

Interpreting Statistics

Unit Activity: Statistics and Probability



**ARTICLES OF INCORPORATION**

**ACADEMIC OPPORTUNITIES ACADEMY**

**ARTICLE I**

**Name**

The name of the corporation is ACADEMIC OPPORTUNITIES ACADEMY.

**ARTICLE II**

**Type**

The corporation is a non-profit corporation.

**ARTICLE III**

**Period of Duration**

The period of duration is perpetual.

**ARTICLE IV**

**Purposes**

The corporation is organized exclusively for educational purposes pursuant to Section 501(c)3 of the Internal Revenue Code of 1986, as amended, and the corresponding provisions of any subsequent United States revenue law.

**ARTICLE V**

**Membership**

The corporation shall have no members.

## **ARTICLE VI**

### **Registered Office and Agent**

The street address of the registered office of the corporation is 4171 North Mesa Street, Suite B-202, El Paso, Texas 79902 and the name of the registered agent is Mark Berry.

## **ARTICLE VII**

### **Board of Directors**

The number of Directors constituting the Board of Directors of the corporation at this statement is three (3) and the names and addresses of the persons who are to serve as Directors are:

Mark Casavantes	914 North Stanton Street El Paso, Texas 79902
Joaquin Moreno	825 East Missouri Avenue El Paso, Texas 79902
Joe Sandoval	4212 Park Hill Drive El Paso, Texas 79902

The number of Directors, term of office may be changed from time to time by the Board of Directors in accordance with the by-laws. The corporation shall be managed by a Board of Directors consisting of three (3) Directors. The Directors shall be elected at the annual meeting. Each Director shall serve a term of six (6) years, or until a successor has been elected and qualified. Each Director may be re-elected to serve additional terms. The Board of Directors shall meet immediately after the election for the purpose of electing its new officers.

## **ARTICLE VIII**

### **Dissolution**

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the corporation, dispose of all assets of the corporation exclusively for the purpose of the corporation in such manner, or to such organizations or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)3 of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any such assets not so disposed of, shall be disposed of by a Court of competent jurisdiction in the county in which the principal office of the corporation is then located, exclusively for the purpose or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purpose.



## **ARTICLE IX**

### **Use of Earnings**

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, Directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article IV hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for political office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)3 of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

## ARTICLE X

### **Liability and Indemnification of Directors**

To the fullest extent not prohibited by law, a director of this corporation shall not be liable to the corporation or its members for monetary damages for an act or omission in the director's capacity as a director, except that this article does not eliminate or limit the liability of a director for: (1) a breach of a director's duty of loyalty to the corporation or its members; (2) an act or omission not in good faith or involves intentional misconduct or a knowing violation of the law; (3) a transaction from which a director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or (4) an act or omission for which the liability of a director is expressly provided by statute.

Each such director and his or her heirs or personal representative and estate, shall be indemnified by the corporation for all expenses incurred in connection with any action, suit, proceeding or claim to which he or she shall be named a party or otherwise be a participant by virtue of being or having been or agreeing to become: (1) a director, officer, employee or agent of the corporation and/or (2) a director, officer, employee or agent of any corporation or organization at the request of the corporation. Such indemnity shall be provided



to the fullest extent permitted by the Texas Non-Profit Act or any other applicable laws as presently in effect or as may hereafter be amended (but in such case any such amendment only to the extent that such amendment permits the corporation to provide prior to such amendment). Such indemnity shall include, but not limited to, the advancement of expenses, including counsel fees, and the payment of all losses, liability and expenses; provided, however, that non person shall be indemnified for amounts paid in settlement unless the terms and conditions of said settlement have been consented by the corporation (other than Directors and officers) will be made without express authorization of the corporation's board.

The corporation may, upon the affirmative vote of its board, purchase insurance for the purpose of securing indemnification of its Directors, officers, and other employees to the extent that such indemnification is allowed by this article. Such insurance may, but need not, be for the benefit of all Directors, officers or employees, and the purchase of such insurance shall in no way limit the indemnification provisions of the proceeding paragraphs.

No repeal of or amendment to this Article shall have any effect with respect to the liability or alleged liability or any director occurring prior to such



amendment or to acts or omissions or rights to indemnify of any person occurring prior to the repeal or amendment.

## **ARTICLE XI**

### **Meetings**

**Annual Meeting.** Annual meetings shall be held once each calendar year for the purpose of electing directors and for the transaction of such business as may properly come before the meeting. The annual meeting shall be held at the time and place designated by the Board of Directors from time to time.

**Special Meetings.** Special meetings may be requested by the President or Board of Directors.

**Notice.** Written notice of all meetings shall be provided under this section or as otherwise required by law. The notice shall state the place, date and time of meeting, and if for a Special Meeting, the purpose of the meeting. Such notice shall be mailed to all directors of record at the address shown on the corporate books, at least (10) days prior to the meeting. Such notice shall be deemed effective when deposited in ordinary U.S. mail, properly addressed, with postage prepaid.

**Quorum.** A 2/3 majority of the directors shall constitute a quorum at a meeting.

## **ARTICLE XII**

### **Amendment of Bylaws**

The bylaws may be amended, or altered by the Board of Directors by a majority of a quorum vote at any regular or special meeting.

## **ARTICLE XIII**

### **Compensation**

The board will set the compensation for all those providing services to the corporation. The board will record in writing the decisions made by each board member who voted on compensation arrangements. The board will approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations. Refer to the instructions of the Internal Revenue Service Form 1023 (Rev. 6-2006) for Part V, lines 1a, 1b, and 1c for information on what to include as compensation. The board will record in writing both the information and the source of the information on which the board relied to base its decision.

**Currently no one is receiving compensation from the corporation.**

## **ARTICLE XIX**

### **Conflict of Interest Policy**

#### **Purpose**

**The purpose of the conflict of interest policy is to protect this tax-exempt organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.**

## **ARTICLE XX**

### **Definitions**

#### **1. Interested Person**

**Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.**



## **2. Financial Interest**

**A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:**

- a. An ownership of investment interest in any entity with which the Organization has a transaction or arrangement,**
  - b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or,**
  - c. A potential ownership of investment interest in, or compensation arrangement with any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest.**
- Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.**

## **ARTICLE XXI**

### **Procedures**

#### **1. Duty to Disclose**

**In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.**

#### **2. Determining Whether a Conflict of Interest Exists**

**After disclose of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.**

#### **3. Procedures for Addressing the Conflict of Interest**

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.**

- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonable possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

#### **4. Violations of the Conflicts of Interest Policy**

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it



shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board of committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.
- c. If the action of a director causes serious and irreparable harm to Academic Opportunities Academy where there is no remedy or corrective action that can be taken the board member can be asked to resign. If the board member chooses not to resign, the two other directors must vote unanimously for removal of the other board member from office.

## **ARTICLE XXII**

### **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible

conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

## **ARTICLE XXIII**

### **Voting Member Compensation**

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, for the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

## **ARTICLE XXIV**

### **Annual Conflict of Interest Policy Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

## **ARTICLE XXV**

### **Periodic Reviews**



To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or an excess benefit transaction.

## **ARTICLE XXVI**

### **Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

## **ARTICLE XXVII**

### **Racially Nondiscriminatory Policy**

**The corporation has a racially nondiscriminatory policy as to students and that it does not discriminate against applicants and students on the basis of race color, or national or ethnic origin. Also, the school must circulate information that clearly states the school's admission policies. A racially nondiscriminatory policy toward students means that the school does not discriminate on the basis of race in administering its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.**

## **ARTICLE XXVIII**

### **Policy Statement**

**The corporation must include a statement of its racially nondiscriminatory policy in all its brochures and catalogs dealing with student admissions, programs, and scholarships. Also, the school must include a reference to its racially nondiscriminatory policy in other written advertising that it uses to inform prospective students of its programs.**

## **ARTICLE XXIX**

### **Publicity Requirement**

**The corporation must make its racially nondiscriminatory policy known to all segments of the general community served by the school. Selective communication of a racially nondiscriminatory policy that a school provides solely to leaders of racial groups will not be considered an effective means of communication to make the policy known to all segments of the community. To satisfy this requirement, the school must use one of the following two methods.**

## **ARTICLE XXX**

### **Method One**

**The corporation can publish a notice of its racially nondiscriminatory policy in a newspaper of a general circulation that serves all racial segments of the community. Such publication must be repeated at least once annually during the period of the school's solicitation for students or, in the absence of a solicitation program, during the school's registration period. When more than one community is served by a school, the school can publish the notice in those newspapers that are reasonably likely to be read by all racial segments in the communities that the school serves.**



If this method is used, the notice must meet the following printing requirements.

1. It must appear in a section of the newspaper likely to be read by prospective students and their families.
2. It must occupy at least three (3) column inches.
3. It must have its title printed in at least (12) twelve point bold face type.
4. It must have the remaining text printed in at least (8) eight point type.

#### **Record-keeping Requirements**

With certain exceptions, given later, each exempt private school must maintain the following records for a minimum period of 3 years, beginning with the year after year of compilation or acquisition.

1. Records indicating the racial composition of the student body, faculty, and administrative staff for each academic year.
2. Records sufficient to document that scholarship and other financial assistance are awarded on a racially nondiscriminatory basis.
3. Copies of all materials used by or on behalf of the school to solicit contributions.
4. Copies of all brochures, catalogs, and advertising dealing with student admissions, programs, and scholarships. The racial composition of the

student body, faculty, and administrative staff can be determined in the same manner as that described at the beginning of this section.

5. The IRS does not require that a school release any personally identifiable records or personal information except in accordance with the requirements of the Family Educational Rights and Privacy Act of 1974. Similarly, the IRS does not require a school to keep records prohibited under state or federal law. Failure to maintain or produce the required records and information, upon proper request, will create a presumption that the organization has failed to comply with these guidelines.

## **ARTICLE XXXI**

### **Governance**

The Organization shall meet the following governing standards and maintain ongoing compliance.

No person may serve as a member, Director, officer, or employee who has been convicted of a felony or a misdemeanor involving moral turpitude.

The Organization must check the criminal history through the Texas Department of Public Safety, New Mexico, or a national history records check of each person who intends to serve as an employee in any capacity, including persons employed by a contractor or subcontractor to

**provide services, a member of the governing body, and any person who files, in writing, an intention to serve as a volunteer.**

**The Organization must check the bankruptcy history through the Texas Department of Public Safety, New Mexico, or a national history records check of each person who intends to serve as a member of the governing body, Director, or officer.**

**Each member, Director, or officer has a duty to disclose if they have ever filed for bankruptcy.**

**The President of the Organization will certify that no members, Directors, officers, or employees of the governing body of the Organization have been convicted of a misdemeanor involving moral turpitude or of any felony.**

**The President of the Organization will certify that no members, Directors, or officers have ever filed for bankruptcy.**

## **Offices**



**President/CEO**  
**Vice-President/Secretary**  
**Vice-President/Treasurer**

## **Committees**

**Student, and Staff Safety, Emergency Response Plans**  
**Research, Development, Ideas, Creativity, Innovation, Evaluation**  
**Curriculum Mapping and Database Software, IT**  
**Continuous Improvement, Continuous Improvement Teams, Six-Sigma**  
**Staff Development, Teaching, Learning, Academics, Curriculum and Instruction**  
**Student, Parental, Teacher, Staff, Involvement, Open Houses**  
**Advertising, Marketing, Social Media**  
**Compliance, State Reports, Federal Reports**  
**Legal, Contracts**  
**Purchasing**  
**Due-Diligence**  
**Governance, Policy, Routines and Procedures**  
**Charter School Applications, Charter School Modifications**  
**Fund Raising, Grant Writing**  
**Facilities, Maintenance, Design, Construction, Architecture, Engineering**  
**Energy Conservation, Waste Management**  
**Human Resources**

**Committees will be developed by the Board when needed to serve particular functions as needed with defined duties, objectives, time limits, responsibilities,**

**Grounds for Removal of a Board Member from office by a unanimous vote of the other two board members.**

- The board member is ineffective.
- The board member is not interacting well with others.
- The board member is difficult to deal with.
- Conflict of interest
- Convicted of a misdemeanor or felony.
- Filed for bankruptcy.
- Disloyalty

**The Board selects the Principal and may terminate the Principal by a majority vote of the board members.**

**The Board will determine the frequency the Principal will meet with the Board. The Board may require the Principal to provide e-mailed reports to each board member on the status of various aspects of school operations.**

**Grounds for Removal of the Principal by the Board**

- The Principal is ineffective
- Low Teacher performance
- Low Tutor/Instructional Aide performance
- Low Staff performance
- Low student enrollment
- Low student performance
- Poor student discipline and behavior
- Low rates of improvement or any decline in performance.
- Unable to operate the school within budget
- Noncompliance with Federal, State and Local requirements of the charter.
- Noncompliance with the educational plans of the charter.
- Noncompliance with board requests for reports, meetings, and/or information.
- Failure of the Principal to regularly attend Board Meetings.
- Noncompliance with board directives, policies, and requests
- The Principal is not interacting well with others. The Principal is difficult to deal with.
- Conflict of interest

- **Convicted of a misdemeanor or felony.**
- **Filed for bankruptcy.**
- **Disloyalty**
- **Failure to meet Texas or New Mexico requirements of charter school performance.**
- **Failure to meet federal requirements of charter school performance.**
- **The Board may add additional requirements as needed to operate our charter schools to the highest levels of performance, satisfy all Federal, State and Local directives, and to correct unforeseen problems or issues due to the actions or inactions of the Principal.**

### **Duty of Care**

- The duty of care describes the level of competence that is expected of a board director.
- The standard used is the care that an ordinarily prudent person would exercise in a like position and under similar circumstances. At a minimum it involves:
  1. Active participation and discussion in decision-making.
  2. Good business judgment.
  3. Financial integrity.
  4. Regular attendance at board meetings.
  5. Ensuring that all necessary policies are in place and current.
  6. Guaranteeing compliance with filing requirements, particularly annual information return: IRS 990.
  7. The board will review the annual IRS 990 filing.

Information includes:



- Policies in place: Conflict of Interest; Whistle-Blower; Document Destruction; Compensation

- [www.guidestar.org](http://www.guidestar.org)

### **Duty of Loyalty**

- Board directors must never use their position, or the charter school's assets, or information obtained as a board member for personal gain for themselves or for any member of their family.
- To exercise the duty of loyalty, board members must:
  1. Avoid conflict of interest.
  2. Comply with the provisions of the school's charter.
  3. Comply with all Federal, Texas, New Mexico and local laws.
  4. Demonstrate public support for board decisions.
  5. Be willing to ask probing questions on behalf of school.

### **Duty of Obedience**

- Requires that when board members make decisions they do so in accordance with:
  1. Federal, state statutes.
  2. The school's charter.
  3. The school's governing documents: by-laws and articles of incorporation.

4. Board adopted policies and procedures.
5. The internal policies and procedures of the administration.

### Amending of Bylaws

Academic Opportunities Academy bylaws are a living document that will be used and reviewed as frequently as necessary to operate this corporation to the best of our abilities. Recommendation to amend our bylaws can be made by any board member, principal, employee, parent, student, or community member. Bylaws will be reviewed at least annually at the annual board meeting. Academic Opportunities have made numerous modifications of our bylaws in accordance with the recommendations of the IRS, and the State of New Mexico.

## ARTICLE XXIII

## ARTICLE XXIII

### Certification

I certify that the foregoing is a true and correct copy of the bylaws of the above-named corporation, duly adopted by the Board of Directors on March 8<sup>th</sup>, 2014.

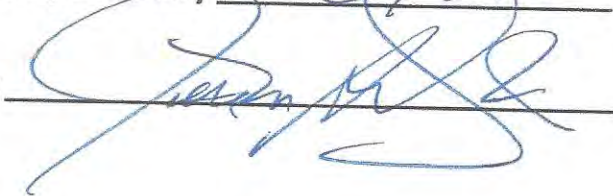
Mr. Mark Casavantes,  
Superintendent, President, Treasurer



Mr. Joaquin Moreno, Vice-President, Secretary



Mr. Joe Sandoval, Vice-President





# Optional Appendix B

## BYLAWS OF ACADEMIC OPPORTUNITIES ACADEMY

These Bylaws govern the affairs of ACADEMIC OPPORTUNITIES ACADEMY, a nonprofit corporation.

### ARTICLE 1

#### ORGANIZATION

1.1. Name. The name of this corporation, which is a business corporation organized under the Texas Business Corporation Act (Acts 1955, 54th Leg., p. 239, ch. 64, or "the Act"), is ACADEMIC OPPORTUNITIES ACADEMY (hereinafter "Corporation").

1.2. Purposes. The Corporation is organized and operated for the following purposes: to engage in any activity within the purposes for which corporations may be formed under the Texas Business Corporation Act. The Corporation is a nonprofit entity organized and operated exclusively for educational and charitable purposes. Specifically this Corporation has been formed to create and operate charter schools, provide tutorial services and related educational services. Purposes will comply with Texas and New Mexico nonprofit laws and regulations as well as IRS 501(c) 3 laws and regulations.

1.3. Principal Office. The principal office of the Corporation shall be located at such specific location as the Board of Directors shall determine from time to time. The Board may change the location of the principal office of the Corporation and may, from time to time, designate other offices within or without the State of Texas as the business of the Corporation may require. The Corporation may have such other offices, in Texas or elsewhere, as the Board of Directors may determine.

1.4. Principal Office Location. The Corporation's current principal office in Texas is located at 817 East Missouri Avenue, Suite B, El Paso, Texas 79902.

1.5. Registered Office. The registered office of the Corporation required by the Act to be maintained in the State of Texas may be, but need not be, identical with the principal office of the Corporation, and the address of the registered office may be changed from time to time by the Board.

1.6. Registered Office Location. Academic Opportunities Academies' registered office and registered agent are listed below:

Registered Agent: Mark Berry

Registered Office: 4171 North Mesa Street, Suite B-202, El Paso, TX 79902

## ARTICLE 2

### MEMBERS

- 2.1. Members. Academic Opportunities Academy has no members.
- 2.2. Admitting Members and Renewing Membership. Academic Opportunities Academy has no members or renewal of membership.
- 2.3. Membership Fees and Dues. Academic Opportunities Academy will not have membership fees and dues.
- 2.4. Certificates of Membership. Academic Opportunities Academy will not have certificates of membership.
- 2.5. Voting Rights. Academic Opportunities Academy will not have members and therefore no members voting rights.
- 2.6. Resolving Disputes. Academic Opportunities Academy will not have members and therefore no members will need to resolve disputes.
- 2.7. Sanctioning, Suspending, or Terminating Members. Academic Opportunities Academy will not have members and therefore no members will need sanctioning, suspending or termination.
- 2.8. Resignation. Academic Opportunities Academy will not have members and therefore no members will need to resign.
- 2.9. Reinstatement. Academic Opportunities Academy will not have members and therefore no members will need reinstatement.
- 2.10. Transferring Membership. Academic Opportunities Academy will not have members and therefore no members will to transfer membership.
- 2.11. Waiving Interest in Corporate Property. Academic Opportunities Academy will not have members and therefore no members will need to waive interest in corporate property.

## ARTICLE 3

### MEETINGS

- 3.1. Annual Meeting. Beginning in 2015, The Board will hold an annual board meeting at 6:00 pm on 30 March each year or at another time that the Board designates. If the day fixed for the annual meeting is a Saturday, Sunday, or legal holiday in Texas or New Mexico, the meeting will be held on the next business day. At the annual meeting, the members will elect directors and transact



any other business that may come before the meeting. If, in any year, the election of directors is not held on the day designated for the annual meeting, or at any adjournment of the annual meeting, the Board will call a special meeting as soon as possible, to elect directors. The notice of the annual meeting will be placed at the entrance to the school and office at least 30 days in advance of the annual meeting.

3.2 Regular Meetings. The board may provide for regular meetings by resolution stating the time and place of such meetings. The meetings may be held inside or outside of Texas, and will be held at the Corporation's registered office in Texas if the resolution does not specify the location of the meetings. No notice of regular Board meetings is required other than a Board resolution stating the time and place of the meetings.

Regular meetings of this Corporation will be held at 817 East Missouri Avenue, Suite B, El Paso, Texas 79902.

3.3. Notice of Regular Meetings. Written or printed notice of any board meeting not including the Annual Meeting or Special Meetings will be delivered to each board member entitled to vote at the meeting not less than 10, or more than 60, days before the date of the meeting. The notice of any regular meetings will be placed at the entrance to the school and office at least 10 days in advance of the regular meeting.

3.4. Special Meetings. A special meeting of the shareholders may be called at any time by the President, Vice-President, or any board member. The method by which such meeting shall be called is as follows: Upon receipt of a specification in writing setting forth the date and purpose of such proposed special meeting, signed by the President, Vice-President, or any board member, the Secretary of the Corporation shall give the written notice requisite to such meeting.

3.5. Notice of Special Meetings. Notice of any special meeting shall be given at least five (5) days previously thereto by written notice delivered personally or by prepaid mail, or by e-mail, or text, or other electronic means. The notice will state the place, day and time of the meeting; who called it; and the purpose or purposes for which it is called.

3.6. Place of Meeting. The board may designate any place, either within or without the State of Texas, as the place of meeting for any annual or special meeting of the board members called by the Board. A waiver of notice signed by all shareholders entitled to vote at a meeting may designate any place as the place for the holding of such meeting. If no designation is made, or if a special meeting be otherwise called, the place of meeting shall be the principal office of the Corporation.

Special meetings of this Corporation will be held at 817 East Missouri Avenue, Suite B, El Paso, Texas 79902.

3.7. Delivery. Every notice shall be deemed duly served when the same has been delivered either personally, or by prepaid mail, or by e-mail, or by text, or by other electronic means, addressed to the board member at his or her address on file with the Corporation.

3.8. Waiver of Notice by Board Members. Whenever any notice is required to be given to

any board member of the Corporation, a waiver in writing, signed by the person or persons entitled to such notice, either personally, or by prepaid mail, or by e-mail, or by text, or by other electronic means, addressed to the board member at his or her address on file be the Corporation whether before or after the holding of the meeting, shall be deemed equivalent to the giving of such notice. Attendance of a person at a meeting of shareholders, in person or by proxy, shall constitute a waiver of such notice, except when attendance is for the express purpose of objecting to the transaction of any business, at the commencement of the meeting, because the meeting was not lawfully called or convened.

3.9. Quorum. Two directors or a majority of the number of directors then in office constitutes a quorum for transacting business at any board meeting. The directors present at a duly called or held meeting at which a quorum is present may continue to transact business even if enough directors leave the meeting so less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required for a quorum. If a quorum is never present at any time during a meeting, a majority of the directors present may adjourn and reconvene the meeting once without further notice.

3.10. Duties of Directors. Directors will discharge their duties, including any duties as committee members, in good faith, with ordinary care, and in a manner they reasonably believe to be in the Corporation's best interest. In the context, the term "ordinary care" means the care that ordinarily prudent persons in similar positions would exercise under similar circumstances. In discharging any duty imposed or power conferred on directors, directors may, in good faith, rely on information, opinions, reports, or statements and other financial data, concerning the Corporation or another person that has been prepared or presented by a variety of persons, including officers and employees of the Corporation, professional advisors or experts such as accountants or legal counsel. A director is not relying in good faith if he or she has knowledge concerning a matter in question that renders reliance unwarranted.

Directors are not deemed to have the duties of trustees of a trust with respect to the Corporation or with respect to any property held or administered by the Corporation, including property that may be subject to restrictions imposed by the donor or transferor of the property.

3.11. Duty to Avoid Improper Distributions. Directors who vote for or absent to improper distributions are jointly and severally liable to the Corporation for the value of improperly distributed assets, to the extent that, as a result of the improper distribution or distributions, the corporation lacks sufficient assets to pay its debts, obligations, and liabilities. Any distribution made when the Corporation is insolvent, other than in payment of corporate debts, or any distribution that would render the Corporation insolvent, is an improper distribution. A distribution made during liquidation without payment and discharge of or provision for payment and discharge of all known debts, obligations, liabilities is also improper. Directors present at a Board meeting at which the improper action is taken are presumed to have assented, unless they dissent in writing. The written dissent must be filed with the secretary of the Corporation before adjournment of the meeting in question or mailed to the secretary by registered mail immediately after adjournment.

A director is not liable if, in voting for or assenting to a distribution, the director (1) relies in good faith and with ordinary care on information, opinions, reports, or statements, including

financial statements and other financial data, prepared or presented by one or more officers or employees of the Corporation; legal counsel, public accountants, or other persons as to matters the director reasonably believes are within the person's professional or expert competence; or a committee of the Board of which the director is not a member; (2) while acting in good faith with the ordinary care, considers the Corporation's assets to be at least that of their book value; or (3) in determining whether the Corporation made adequate provision for paying, satisfying, or discharging all of its liabilities and obligations, relied in good faith and with ordinary care on financial statements of other information concerning a person who was or became contractually obligated to satisfy or discharge some or all of these liabilities or obligations. Furthermore, directors are protected from liability if, in exercising ordinary care, they acted in good faith and in reliance on the written opinion of an attorney for the Corporation.

Directors held liable for an improper distribution are entitled to contribute from persons who accepted or received the improper distributions knowing they were improper. Contribution is in proportion to the amount received by each such person.

3.12. Delegating Duties. Directors may select advisors and delegate duties and responsibilities to them, such as the full power to buy or otherwise acquire stocks, bonds, securities, and other investments on the Corporation's behalf; and to sell, transfer, or otherwise dispose of the Corporation's assets and properties at a time and for a consideration that the advisor deems appropriate. The directors have no liability for actions taken or omitted by the advisor if the Board acts in good faith and with ordinary care in selecting the advisor. The board may remove or replace the advisor at any time and without any cause whatsoever.

3.13. Actions of Board Members. The Board will try to act by consensus. However, if a consensus is not available, the vote of a majority of directors present and voting at a meeting at which a quorum is present enough to constitute the act of the Board, unless the act of a greater number is required by law or by some other provision of these Bylaws. A director who is present at a meeting and abstains from a vote is considered to be present and voting for the purpose of determining the Board's decision.

3.14. Interested Directors. Contracts or transactions between directors, officers, or members who have a financial interest in the matter are not void or voidable solely for that reason. Nor are they void or voidable solely because the director, officer, or member is present at or participates in the meeting that authorizes the contract of transaction, or solely because the interested party's votes are counted for the purpose. However, every director with any personal interest in the transaction must disclose all material facts concerning the transaction, including all potential personal benefit and potential conflicts of interest, to the other members of the board or other group authorizing the transaction. The transaction must be approved by a majority of the uninterested directors of other group with the authority to authorize the transaction.

3.15. Management of Corporation. The Board will manage corporate affairs.

3.16. Adjourned Meeting. When a meeting is adjourned to another time or place, it is not necessary to give notice of the adjourned meeting if the time and place to which the meeting is adjourned are announced at the meeting at which the adjournment is taken and at the adjourned



meeting only such business is transacted as might have been transacted at the original meeting. However, if after the adjournment the Board fixes a new record date for the adjourned meeting, a notice of the adjourned meeting shall be given to each board member of record on the new record date entitled to notice.

3.17. Voting of Board Members. Each director present shall be entitled to one (1) vote upon each matter submitted to a vote at a meeting of directors. Voting by proxy shall not be permitted. A director may participate in any meeting of the directors by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this paragraph constitutes presence in person at the meeting. In the event the Board shall become dead-locked, upon the request of any director, such matter shall be referred forthwith to a special meeting of the sole shareholder for resolution, with a simple majority of the votes cast at such special meeting to be controlling upon the Board.

3.16. Proxies. A board member may not vote by proxy.

3.17. Remote Meeting Participation. Board members who are not able to attend a meeting in person may participate and be considered present through the use of Skype, Go-To-Meeting, or other similar medium. Notice must be given to the other board members at least five (5) business days prior to the board meeting in order to make the preparations necessary to have the equipment necessary to conduct such a meeting. Every effort will be made to conduct the meeting remotely if less than five (5) days' notice is provided. If for whatever reason, the meeting cannot be conducted remotely the remotely located board member will be considered absent and will be unable to participate in the board meeting.

3.18. Order of Business at Board Meetings. The President, or in the absence of the President, any Vice President, shall call the meeting of the board members to order, and shall act as presiding officer of the meeting. In the absence of the President and all of the Vice Presidents, the board members shall appoint a presiding officer for such meeting. The Secretary of the Corporation shall act as Secretary of all meetings of the board members, but in the absence of the Secretary at any meeting of the board members, the presiding officer may appoint any person to act as Secretary of the meeting. The presiding officer of the meeting of board members shall, in the exercise of his discretion, establish the order of business at such meeting of the board members and at any delayed or adjourned meeting of the board members, whether a regular, special, or annual meeting. Such presiding officer has the power to determine whether a vote shall be cast orally or in writing.

3.19. Consent Without Meeting. Any action required or permitted by the Act to be taken at an annual or special meeting of board members may be taken without a meeting, without prior notice, and without a vote, if consents in writing, setting forth the action so taken, are signed by the board members having not less than the minimum number of votes that would be necessary to authorize or take the action at a meeting at which all board members entitled to vote on the action were present and voted. The written consents shall bear the date of signature of each board member who signs the consent.

(a) Prompt notice of the taking of the corporate action without a meeting by less than unanimous written consent shall be given to the board members who would have been

entitled to notice of the shareholder meeting if the action had been taken at a meeting and who have not consented in writing.

### 3.20. Order of Business.

1. Call to Order.
2. Pledges to the Texas and/or New Mexico flag.
3. Roll Call.
4. Reading and approval of the Minutes of the previous meeting.
5. Reports of Committees.
6. Reports of Officers.
7. Old and Unfinished Business.
8. New Business.
9. Setting of next meeting date, time and location.
10. Adjournment.

## ARTICLE 4

### BOARD OF DIRECTORS

4.1. Management of Corporation. The Board will manage corporate affairs.

4.2. Number, Qualifications, and Tenure of Directors. The number of Directors will be three (3). Directors need not be Texas residents. Each director will serve for a term of six (6) years. Directors may serve for more than one term. Directors must not have any bankruptcies or must not have been convicted of any crime. Any Director will be immediately removed from office if they have any bankruptcies or are convicted of a crime. It is considered by the Corporation that due process was served in the court systems prior to obtaining a bankruptcy or conviction. Directors must be American citizens eligible to work and vote in the United States of America.

4.3. Nominating Directors. At any meeting at which the election of a director is held, any director may nominate a person with the second of another director.

4.4. Electing Directors. A person who meets the qualifications for director and who has been duly nominated may be elected as a director. Directors will be elected by the board of directors of ACADMIC OPPORTUNITIES ACADEMY, a nonprofit corporation. Each director will hold office until a successor is elected and qualifies except for the conditions in 4.2. A director may be elected to succeed himself or herself. Directors will be elected at the annual board meeting.

4.5. Vacancies. The Board will fill any vacancy in the Board and any director position to be filled due to an increase in the number of directors. A vacancy is filled by the affirmative vote of a majority of the remaining directors, even if it is less than a quorum of the Board, or if it is a sole remaining director. A director selected to fill a vacancy will serve a full six (6) year term.

4.6. Powers. Subject to any limitations of the Articles of Incorporation, the Act or these Bylaws, all corporate powers shall be exercised by, or under the authority of, and the business and affairs of the Corporation shall be controlled by the Board of Directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the directors shall have the following powers:

- (a) To appoint and remove all officers of the Corporation subject to such limitations as may appear in the Bylaws, and to prescribe such powers and duties for officers as may not be inconsistent with law, with the Articles of Incorporation, or the Bylaws.
- (b) To conduct, manage and control the affairs of the Corporation, and to make such rules and regulations therefor, not inconsistent with law, or with the Articles of Incorporation, or the Bylaws, as they may deem best.
- (c) To designate any place for the holding of any shareholder meeting or Board of Directors meeting, to change the principal office of the Corporation for the transaction of its business from one location to another; to adopt make and use a corporate seal and to alter the form of such seal from time to time, as, in their judgment, they may deem best, provided such seal shall at all times comply with the provisions of law.
- (d) To borrow money and incur indebtedness for the purpose of the Corporation and to cause to be executed and delivered therefor, in the Corporation's name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations or other evidences of debt, and securities thereof.
- (e) To manage in such manner as they may deem best, all funds and property, real and personal, received and acquired by the Corporation, and to distribute, loan or dispense the same or the income and profits therefrom.
- (f) To create such trusts, foundations, and subsidiaries, as the Board of Directors shall deem necessary and to appoint the trustees, directors, or other governing officials of such legal entities.

4.7 Standard of Care. Each director shall exercise such powers and otherwise perform such duties in good faith, in the manner such director believes to be in the best interests of the Corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

4.8. Tenure. The term of each director, upon being elected to office, shall begin immediately. Each director shall hold office for six years until the next annual meeting of shareholders following his election, or until his successor shall have been duly elected and qualified, or until his prior death, resignation or removal. Board members may be elected to more than one term in office.



4.5. Qualifications. Each director shall be at least 18 years of age. Directors need not be residents of the State of Texas. Each potential board member must not have a criminal record or bankruptcy. If a board member obtains a criminal record or bankruptcy while in office, the board member will be immediately removed from office. Due process in this case is considered to be have been provided by the courts. The Corporation requires that all board members be free of a criminal record or bankruptcies as a qualification of being a board member.

4.6. Nomination of Directors. Prior to the annual meeting of shareholders, the Board of Directors shall select a committee to prepare a list containing the names of eligible nominees as directors for the following year. The list shall contain the names of at least one eligible nominee to each vacancy. The Secretary shall attach the list of nominees to the notification of the annual meeting of the shareholders. Nominations for directors may also be received from the floor during any meeting of the shareholders at which directors are to be elected.

4.7. Resignation or Removal. Any director may resign from office at any time by giving written notice thereof to an officer of the Corporation. A director may only be removed due to just cause and through due process. Acts against the Corporation such as disloyalty or any other act which would impact operations, standing with the public, or other negative result are grounds for removal by the board after a proper investigation, due process, meeting of the accused, and vote by the board of directors. A board member's removal is automatic if they are convicted of a crime or have a bankruptcy as it is a qualification of being a board member. In such cases due process was conducted in the courts. When any director is removed, a new director may be elected at the same meeting of the board members for a term of six (6) years. If the board members fail to elect a person to fill the unexpired term of the director removed, such unexpired term shall be considered a vacancy on the Board of Directors to be filled by the remaining directors.

4.8. Existence of Vacancies. A vacancy in the Board of Directors exists in case of the happening of any of the following events:

- (a) The death, incapacity, resignation, or removal of any director.
- (b) The authorized number of directors is increased.
- (c) At any meeting of the board members at which a director is to be elected, but the shareholders fail to elect the full authorized number of directors to be voted for at that meeting.

4.9. Filling of Vacancies. Any vacancy occurring on the Board of Directors may be filled by a vote of the majority of the remaining directors. In the event that less than a quorum of the Board remains to fill vacancies, then in that event, a vote of one hundred percent of the remaining directors shall be required to fill any vacancy. A director so chosen shall serve for six (6) years.

4.10. Waivers of Notice. Whenever any notice is required to be given to any director of the Corporation, a waiver in writing, signed by the persons entitled to such notice, or by facsimile transmission or other electronic means sent by them, whether before or after the holding of the meeting, shall be deemed equivalent to the giving of such notice. Attendance of a person at a

meeting of directors, in person or by proxy, shall constitute a waiver of such notice, except when attendance is for the express purpose of objecting to the transaction of any business, at the commencement of the meeting, because the meeting was not lawfully called or convened.

4.11. Consents, etc.

(a) The transactions of any meetings of the Board of Directors, however called and noticed, or wherever held, shall be as valid as though they had a meeting duly held after regular call and notice, if a quorum be present and if, either before or after the meeting, each of the directors not present signs a written waiver of notice or a consent to holding such meeting or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

(b) Any action required or permitted to be taken by the Board of Directors may be taken without a meeting and with the same force and effect as if taken by a unanimous vote of directors, if authorized by writing signed individually or collectively by all directors. Such consent shall be filed with the regular minutes of the Board.

4.12. Presumption of Assent. A director of the Corporation who is present at a meeting of the Board of Directors or a Board committee at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his dissent shall be entered in the minutes of the meeting or unless he shall file his written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action. A director who is absent from a meeting of the Board or a Board committee of which the director is a member, at which any such action is taken, is presumed to have concurred in the action unless he or she files a written dissent with the Secretary of the Corporation within a reasonable time after the director has knowledge of the action.

4.13. Compensation of Directors. Directors may not receive salaries for their services. The Board may adopt a resolution providing for paying directors a fixed sum and expenses of attendance, if any, for attending each Board meeting. A director may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a director will be reasonable and commensurate with the services performed. Directors will be provided required training, travel, meals and expenses related to the operation of the Corporation.

4.14. Removing Directors. The board of directors may vote to remove a director at any time, only for good cause. Good cause for removal of a director includes the unexcused failure to attend three consecutive Board meetings. A meeting to consider removing a director may be called and noticed following the procedures provided in these Bylaws for a special meeting of the Board of Directors. The notice of the meeting will state that the issue of possibly removing the director will be on the agenda and the notice.

At the meeting, the director may present evidence of why he or she should not be removed and may be represented by an attorney at and before the meeting. Also, at the meeting, the

Corporation will consider possible arrangements for resolving the problems that are in the mutual interest of the Corporation and the director.

A director may be removed by the affirmative vote of 2/3 of the Board.

4.14 Committees. The Board may designate one or more committees, each committee to consist of one or more directors, which to the extent provided in a resolution adopted by the Board, and as thereafter supplemented or amended by further resolution adopted by the Board, shall have and may exercise, when the Board is not in session, the powers of the Board in the management of the business and affairs of the Corporation, except that no committee has the power to do any of the things a committee is prohibited from doing under ' 528 of the Act. The Board may elect one or more directors as alternate members at any meeting of committee who may take the place of any absent member(s) at any meeting of such committee, upon request by the President or upon request by the presiding officer of such meeting. Each such committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of its activities as the Board may request.

## ARTICLE 5

### OFFICERS

5.1. Number. The officers of the Corporation shall be a President, a Secretary and a Treasurer, and may appoint one or more Vice-Presidents, Assistant Secretaries, Assistant Treasurers, and such other officers as they may determine. Two or more offices may be held by the same person but an officer shall not execute, acknowledge or verify an instrument in more than one capacity if the instrument is required by law or the Articles or Bylaws to be executed, acknowledged or verified by two or more officers.

5.2. Officer Positions. The Corporation officers will be president, a secretary, two vice-presidents, and a treasurer. The Board may create additional officer positions, define the authority and duties of each such position, and elect persons to fill the positions, The same person may hold any two or more offices, except president and secretary.

5.3. Election and Term of Office. The officers of the Corporation to be elected by the Board shall be elected annually at the regular meeting of the Board. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until a successor is elected and qualified, or until the officer's resignation, death or removal. Vacancies in offices shall be filled by election by the Board of Directors at any time to serve six (6) year terms.

Each committee member will continue to serve on the committee until the next annual board meeting and until a successor is appointed. However, a committee member's term may terminate earlier if the committee is terminated or if a member dies, ceases to qualify, resigns, or is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee will serve for the unexpired portion of the terminated committee member's term.



5.4. Removal. Any officer elected or appointed by the Board may be removed by the Board only with good cause. Removing an officer will be without prejudice to the officer's contractual rights, if any.

5.5. Chairman of the Board. The Corporation does not have the position of Chairman of the Board.

5.6. Chair and Vice-Chair. One member of each committee will be designated as the committee chair, and the other member of each committee will be designated as the vice-chair. The chair and vice-chair will be elected by the committee members. The chair will call and preside at all meetings of the committee. When the chair is absent, cannot act, or refuses to act, the vice-chair will perform the chair's duties. When a vice-chair acts for the chair, the vice-chair has all the powers of – and is subject to all the restrictions on – the chair.

5.7. Notice of Committee Meetings. Written or printed notice of a committee meeting will be delivered to each member of a committee not less than ten (10) days nor more than thirty (30) days before the date of the meeting. The notice will state the place, day, and time of the meeting, and the purpose or purposes for which it is called.

5.8. Quorum. One half of the number of committee members constitutes a quorum for transacting business at any meeting of the committee. The committee members present at a duly called or held meeting at which a quorum is present may continue to transact business even if enough committee members leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of committee members required for a quorum. If a quorum is never present at any time during a meeting, the chair may adjourn and reconvene the meeting once without further notice.

5.9 Actions of Committees. Committees will try to take action by consensus. However, if a consensus is not available, the vote of a majority of committee members present and voting at a meeting at which a quorum is present is enough to constitute the act of the committee unless the act of a greater number is required by statute or by some provision of these Bylaws. A committee member who is present at a meeting and abstains from a vote is considered to be present and voting for the purpose of determining the act of the committee.

5.10 Proxies. A committee member may not vote by proxy.

5.11. President. The President shall be the principal executive officer of the Corporation and subject to control of the Board of Directors shall in general supervise and control all of the business and affairs of the Corporation. He shall have authority, subject to such rules as may be prescribed by the Board, to appoint such agents and employees of the Corporation as he shall deem necessary, to prescribe their powers, duties and compensation, and to delegate authority to them. Such agents and employees shall hold office at the discretion of the President. He shall have authority to sign, execute and acknowledge, on behalf of the Corporation, all deeds, mortgages, bonds, contracts, leases, reports and all other documents or instruments necessary or proper to be executed in the course of the Corporation's regular business or which shall be authorized by resolution of the Board

and, except as otherwise provided by law or the Board, he may authorize any Vice President or other officer or agent of the Corporation to sign, execute and acknowledge such documents or instruments in his place and stead. In general, he shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

5.12. Vice President. In the absence of the President or in the event of his death, inability or refusal to act, the Vice President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

When the president is absent, cannot act, or refuses to act, a vice president will perform the president's duties. When acting in the president's place, the vice president has all the powers of -- and is subject to the restrictions on -- the president. If there is more than one vice president, the vice presidents will act for the president in the order of Treasurer, then Secretary. A vice president will perform other duties as assigned by the president or Board.

When more than one Vice President has been selected by the Board, only one Vice President shall be required to be a director of the Corporation, but only a Vice President who is a director may perform the duties of the President as provided in this Bylaw.

5.13. Secretary. The Secretary shall: (a) keep the minutes of the shareholders' and of the Board of Directors' meetings in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized; (d) keep a register of the post office address of each shareholder which shall be furnished to the Secretary by such shareholder; and (e) in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the President or by the Board.

The Secretary will:

- (a) Give all notices as provided in the bylaws or as required by law.
- (b) Take minutes of the meetings of the Board and keep minutes as part of the corporate records.
- (c) Maintain custody of the corporate records and seal.
- (d) Affix the corporate seal to all documents as authorized.
- (e) Keep a register of the mailing addresses of each director, officer, and employee of the Corporation.
- (f) Perform the duties as assigned by the president or the Board.
- (g) Perform all duties incident to the office of secretary.

5.14. Treasurer. If required by the Board, the Treasurer and any Assistant Treasurer selected by the Board shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board shall determine. He shall: (a) have charge and custody of and be

responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and (b) in general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the President or by the Board.

- i. Have charge and custody of – and be responsible for – all the Corporation’s funds and securities.
- ii. Receive and give receipts for moneys due and payable to the Corporation from any source.
- iii. Deposit all moneys in the Corporation’s name in banks, trust companies, or other depositories as the Bylaws provide or as the Board or president directs.
- iv. Write checks and disburse funds to discharge the Corporation’s obligations. However, funds may not be drawn from the Corporation or its accounts for amounts greater than \$5,000 without the signature of the president or vice president in addition to that of the treasurer.
- v. Maintain the Corporation’s financial books and records.
- vi. Prepare financial reports at least annually.
- vii. Perform other duties as assigned by the president of the Board.
- viii. If the Board requires, give a bond for faithfully discharging his or her duties in a sum and with a surety as determined by the Board.
- ix. Perform all the duties incident to the office of the treasurer.

5.15. Assistants and Acting Officers. The Assistant Secretaries and Assistant Treasurers, if any, selected by the Board shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or the Treasurer, respectively, or by the President or the Board. The Board shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impracticable for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office he is so appointed except as the Board may by resolution otherwise determine.

5.16. Salaries. No board member will receive a salary. If a board member wishes to accept employment with the Corporation, the board member will have to resign their position on the Board of Directors.

5.17. Annual Transition. To maintain Corporation continuity, officers whose terms of office have expired shall assure the orderly transition of authority to their successors before being relieved of their responsibilities. Similarly, officers whose terms of office have expired shall take all appropriate steps to substitute their successors on all of the Corporation's financial accounts and signature cards.

## ARTICLE 6



## COMMITTEES

6.1. Committees. The Board may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee will include two or more directors and may include persons who are not directors. If the Board delegates any of its management authority to a committee, the majority of the committee will consist of directors. The Board may also delegate to the president its power to appoint and remove members of a committee that has not been delegated any management authority of the Board. The Board may establish qualifications for membership on a committee.

Establishing a committee or delegating authority to it may not relieve the Board, or any individual director, or any responsibility imposed by these Bylaws or otherwise imposed by law. No committee has the authority of the Board to:

- (a) Amend the certificate of formation.
- (b) Adopt a plan of merger or of consolidation with another corporation.
- (c) Authorize the sale, lease, exchange, or mortgage of all or substantially all of the Corporation's property or assets.
- (d) Authorize voluntary dissolution of the Corporation.
- (e) Revoke proceedings for voluntary dissolution of the Corporation.
- (f) Adopt a plan for distributing the Corporations' assets.
- (g) Amend, alter, or repeal these Bylaws.
- (h) Elect, appoint, or remove a member of a committee or a director or officer of the Corporation.
- (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interest as defined in paragraph 7.04, below.
- (j) Take any action outside the scope of authority delegated to it by the Board.

6.2. Authorization of Specific Committees. The Board will define the activities and scope of authority of each committee by resolution.

6.3. Term of Office. Each committee member will continue to serve on the committee until the next annual meeting and until a successor is appointed. However, a committee member's term may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee will serve for the unexpired portion of the terminated committee member's term.

6.4. Chair and Vice Chair. One member of each committee will be designated as the committee chair and another member of each committee will be designated as the vice-chair. The chair and vice-chair will be elected committee members. The chair will call and preside at all meetings of the committee. When the chair is absent, cannot act, or refuses to act, the vice-chair will perform the chair's duties. When a vice-chair acts for the chair, the vice-chair has all the powers of – and is subject to all the restrictions on – the chair.

6.5. Notice of Meetings. Written or printed notice of a committee meeting will be delivered to

each member of a committee not less than five (5) nor more than thirty (30) days before the date of the meeting. The notice will state the place, day, and time of the meeting, and the purpose or purposes for which it is called.

6.6. Quorum. One half of the number of committee members constitutes a quorum for transacting business at any meeting of the committee. The committee members present at a duly called or held meeting at which a quorum is present may continue to transact business even if enough committee members leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of committee members required for a quorum. If a quorum is never present at any time during a meeting, the chair may adjourn and reconvene the meeting once without further notice.

6.7. Actions of Committees. Committees will try to take action by consensus. However, if a consensus is not available, the vote of a majority of committee members present and voting at a meeting at which a quorum is present is enough to constitute the act of the committee unless the act of a greater number is required by statute or by some other provision of these Bylaws. A committee member who is not present at a meeting and abstains from a vote is considered to be present and voting for the purpose of determining the act of the committee.

6.8. Proxies. A committee member may not vote by proxy.

6.9. Compensation. Committee members may receive salaries for their services. The Board may adopt a resolution providing for their services. The Board may adopt a resolution providing for paying committee members a fixed sum and expenses for attendance, if any, for attending each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member will be reasonable and commensurate with the services performed.

6.10. Rules. Each committee may adopt its own rules, consistent with these Bylaws or with other rules that may be adopted by the Board.

## ARTICLE 7

### TRANSACTIONS OF CORPORATION

7.1. Contracts. The Board may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of, and on behalf of, the Corporation. The authority may be limited to a specific contract or instrument, or it may extend to any number and type of possible contracts and instruments.

7.2. Deposits. All the Corporation's funds will be deposited to the credit of the Corporation in banks, trust companies, or other depositories that the Board selects.

7.3. Gifts. The Board may accept, on the Corporation's behalf, any contribution, gift, bequest, or devise for the general purposes of for any special purpose of the Corporation. The Board may make gifts and give charitable contributions not prohibited by these Bylaws, the certificate of

formation, state law, and provisions set out in federal tax law that must be complied with to maintain the Corporation's federal and state tax status.

7.4. **Potential Conflicts of Interest.** The Corporation may not make any loan to a director or officer of the Corporation. A director, officer, or committee member of the Corporation may lend money to—and otherwise transact business with—the Corporation except as otherwise provided by these Bylaws, the certificate of formation, and applicable law. Such a person transacting business with the Corporation has the same rights and obligations relating to those matters as other persons transacting business with the Corporation. The Corporation may not borrow money from—or otherwise transact business with—a director, officer, or committee member of the Corporation unless the transaction is described fully in a legally binding instrument and is in the Corporation's best interests. The Corporation may not borrow money from—or otherwise transact business with—a director, officer, or committee member of the Corporation without full disclosure of all relevant facts and without the Board's approval, not including the vote of any person having a personal interest of the transaction.

7.5 **Prohibited Acts.** As long as the Corporation exists, and except with the Board's prior approval, no director, officer, or committee member of the Corporation may;

- (a) Do any act in violation of these Bylaws or a binding obligation of the Corporation.
- (b) Do any act with the intention of harming the Corporation or any of its operations.
- (c) Do any act that would make it impossible or unnecessarily difficult to carry on the Corporation's business.
- (d) Receive an improper benefit from the operation of the Corporation.
- (e) Use the Corporation's assets, directly or indirectly, for any purpose other than carrying on the Corporation's business.
- (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
- (g) Use the Corporation's name, or any substantially similar name or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of business.
- (h) Disclose any of the Corporation's business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

## ARTICLE 8

### **BOOKS AND RECORDS**

8.01. **Required Books and Records.** The Corporation will keep correct and complete books and records of account. The books and records include:

- (a) A file-endorsed copy of all documents filed with the Texas Secretary of State relating to the Corporation, including but not limited to the certificate of formation, and any certificate of amendment, restated certificate, certificate of merger, and statement of change of registered office or registered agent.
- (b) A copy of all bylaws, including these Bylaws, and any amended versions or amendments to them.



(c) Minutes of the proceedings of the Board, and committees having any of the authority of the Board.

(d) A list of the names and addresses of the directors, officers, and any committee members of the Corporation.

(e) A financial statement showing the Corporation's assets, liabilities, and net worth at the end of the three most recent fiscal years.

(f) A financial statement showing the Corporation's income and expenses for the three most recent fiscal years.

(g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

(h) The Corporation's federal, state, and local tax information or income-tax returns for each of the three most recent tax years.

8.02. Inspection and Copying. Any director, officer, or committee member of the Corporation may inspect and receive copies of all the corporate books and records required to be kept under the Bylaws. Such a person may, by written request, inspect or receive copies if he or she has a proper purpose related to his or her interest in the Corporation. He or she may do so through his or her attorney or other duly authorized representative. The inspection may take place at a reasonable time, no later than five working days after the Corporation receives a proper written request. The Board may establish reasonable copying fees, which may cover the cost of materials and labor but may not exceed 50 cents per page. The Corporation will provide requested copies of books or records no later than five (5) working days after receiving a proper written request.

## ARTICLE 9

### FISCAL YEAR

9.1. Fiscal Year. The Corporation's fiscal year will begin on the first day of September and end on the last day of August in each year.

## ARTICLE 10

### INDEMNIFICATION

10.1. When Indemnification Is Required, Permitted, and Prohibited. (a) The Corporation will indemnify a director, officer, committee member, employee, or agent of the Corporation who was, is, or may be named defendant or respondent in any proceeding as a result of his or her actions or omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the Corporation's request as a director, officer, venture, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee-benefit plan, or other enterprise.

(b) The Corporation will indemnify a person only if he or she acted in good faith and reasonably believed that his or her conduct was in the Corporation's best interests. In case of a criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation will not indemnify a person who is found to be liable to

another on the basis of improperly receiving a personal benefit from the Corporation. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted. Termination of a proceeding by judgment, order, settlement, conviction, or on a plea of nolo contendere or its equivalent does not necessarily preclude indemnification by the Corporation.

(c) The Corporation will pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.

(d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation will not indemnify any person in any situation in which indemnification is prohibited in paragraph 10.01(b) above.

(e) The Corporation may advance expenses incurred or to be incurred in the defense of a proceeding to a person who might eventually be entitled to indemnification, even though there has been no final disposition of the proceeding. Advancement of expenses may occur only when the procedural conditions specified in paragraph 10.03(c), below, have been satisfied. Furthermore the Corporation will never advance expenses to a person before final disposition of a proceeding if the person is a named defendant or respondent in a proceeding brought by the Corporation or if the person is alleged to have improperly received a personal benefit of committed other willful or intentional misconduct.

10.2. Extent and Nature of Indemnity. The indemnity permitted under these Bylaws includes indemnity against judgments, penalties, (including excise and similar taxes), fines settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. If the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to reasonable expenses actually incurred by the person in connection with the proceeding.

10.3. Procedures Relating to Indemnification Payments. (a) Before the Corporation may pay any indemnification expenses (including attorney's fees), the Corporation must specifically determine that the indemnification is permissible, authorize indemnification, and determine that expenses to be reimbursed are reasonable, except as provided in subparagraph (c), below. The Corporation may make these determinations and decisions by any one of the following procedures:

- i. Majority vote of a quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.
- ii. If such a quorum cannot be obtained, by majority vote of a committee of the Board, designated to act in the matter by majority vote of all directors, consisting solely of two or more directors who at the time of the vote are not named defendants or respondents in the proceeding.
- iii. Determination by special legal counsel selected by the Board by the same vote as provided in subparagraphs (i) and (ii) above, or if such a quorum cannot be obtained and such committee cannot be established, by a majority vote of all directors.

(b) The Corporation will authorize indemnification and determine that expenses to be reimbursed

are reasonable in the same manner that it determines whether indemnification is permissible. If special legal counsel determines that indemnification is permissible, authorization of indemnification and determination of reasonableness of expenses will be made as specified by subparagraph (a)(iii), above, governing selection of special legal counsel. A provision contained in the certificate of formation, or a resolution of the Board that requires the indemnification permitted by paragraph 10.1., above, constitutes sufficient authorization of indemnification even though the provision may not have been adopted or authorized in the same manner as the determination that indemnification is permissible.

(c) The Corporation will advance expenses before final disposition of a proceeding only after it determines that the facts then known would not preclude indemnification. The determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment will be made in the same manner as a determination that indemnification is permissible under subparagraph (a), above.

In addition to this determination, the Corporation may advance expenses only after it receives a written affirmation and undertaking from the person to receive the advance. The person's written affirmation will state that he or she has met the standard of conduct necessary for indemnification under these Bylaws. The written undertaking will provide the repayment of the amounts advanced by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaking will be an unlimited general obligation of the person, but it need not be secured and may be accepted without reference to financial ability to repay.

## ARTICLE 11

### NOTICES

11.01. Notice by Mail, E-mail, or Telegram. Any notice required or permitted by these Bylaws to be given to a director, officer, or member of a committee of the Corporation may be given by mail, e-mail or telegram. If mailed, a notice is deemed delivered when deposited in the mail addressed to the person at his or her address as it appears in the corporate records, with postage prepaid. If e-mailed, a notice is deemed delivered when sent to the person at his or her e-mail address as it appears in the corporate records. If a telegram, a notice is deemed delivered when accepted by the telegraph company and addressed to the person at his or her address as it appears in the corporate records. A person may change his or her address in the corporate records by giving written notice of the change to the secretary of the Corporation.

11.02. Signed Waiver of Notice. Whenever any notice is required by law or under the certificate of formation or these Bylaws, a written waiver signed by the person entitled to receive such notice is considered the equivalent of giving the required notice. A waiver of notice is effective whether signed before or after the time stated in the notice being waived.

11.03. Waiving Notice of Attendance. A person's attendance at a meeting constitutes waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction of any business because the meeting was not lawfully called or convened.



## ARTICLE 12

### SPECIAL PROCEEDURES CONCERNING MEETINGS

12.01. Meeting by Telephone. The Board of Directors and any committee of the Corporation may hold a meeting by telephone conference-call procedures. In all meetings held by telephone, matters must be arranged in such a manner that all persons participating in the meeting can hear each other; the notice of the meeting by telephone conference must state the fact that the meeting will be held by telephone as well as all other matters required to be included in the notice; and a person's participating in a conference-call meeting constitutes his or her presence at the meeting.

12.02. Decision Without Meeting. Any decision required or permitted to be made at a meeting of the Board, or any committee of the Corporation may be made without a meeting. A decision without a meeting may be made if a written consent to the decision is signed by all persons entitled to vote on the matter. The original signed consents will be placed in the Corporation minute book and kept with the corporate records.

12.3. Proxy Voting. Proxy voting is not authorized by the Corporation.

## ARTICLE 13

### AMENDING BYLAWS

13.01. Amending Bylaws. These Bylaws may be altered, amended, or repealed, and new Bylaws may be adopted by the Board of Directors. The notice of any meeting at which these Bylaws are altered, amended, or repealed, or at which new Bylaws are adopted will include the text of the proposed Bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

## ARTICLE 10

### MISCELLANEOUS PROVISIONS

14.01. Legal Authorities Governing Construction of Bylaws. These Bylaws will be construed under Texas and New Mexico law. All references in these Bylaws to statutes, regulations, or other sources of legal authority will refer to the authorities cited, or their successors, as they may be amended from time to time.

14.02. Legal Construction. To the greatest extent possible, these Bylaws shall be construed to conform to all legal requirements and all requirements for obtaining and maintaining all tax exemptions that may be available to nonprofit corporations. If any Bylaw provision is held invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability will not affect any other provision, and the Bylaws will be construed as if they had not included the invalid, illegal, or unenforceable provision.

14.03. Headings. The headings used in the Bylaws are for convenience and may not be considered in

construing Bylaws.

14.04. Number. All singular words include the plural, and all plural words include the singular.

14.05. Seal. The Board of Directors may provide a corporate seal. Such a seal would consist of two concentric circles containing the words “ACADEMIC OPPORTUNITIES ACADEMY, Texas,” in one circle and the word “Incorporated” together with the date of incorporation in the other circle.

14.06. Power of Attorney. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the power of attorney is provided to the secretary to be kept with the corporate records.

14.07 Parties Bound. The Bylaws will bind and inure to the benefit of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as the Bylaws otherwise provide.

#### CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of ACADEMIC OPPORTUNITIES ACADEMY and that these Bylaws constitute the Corporation’s Bylaws. These Bylaws were duly adopted at a meeting of the Board of Directors held on January 28, 2015.

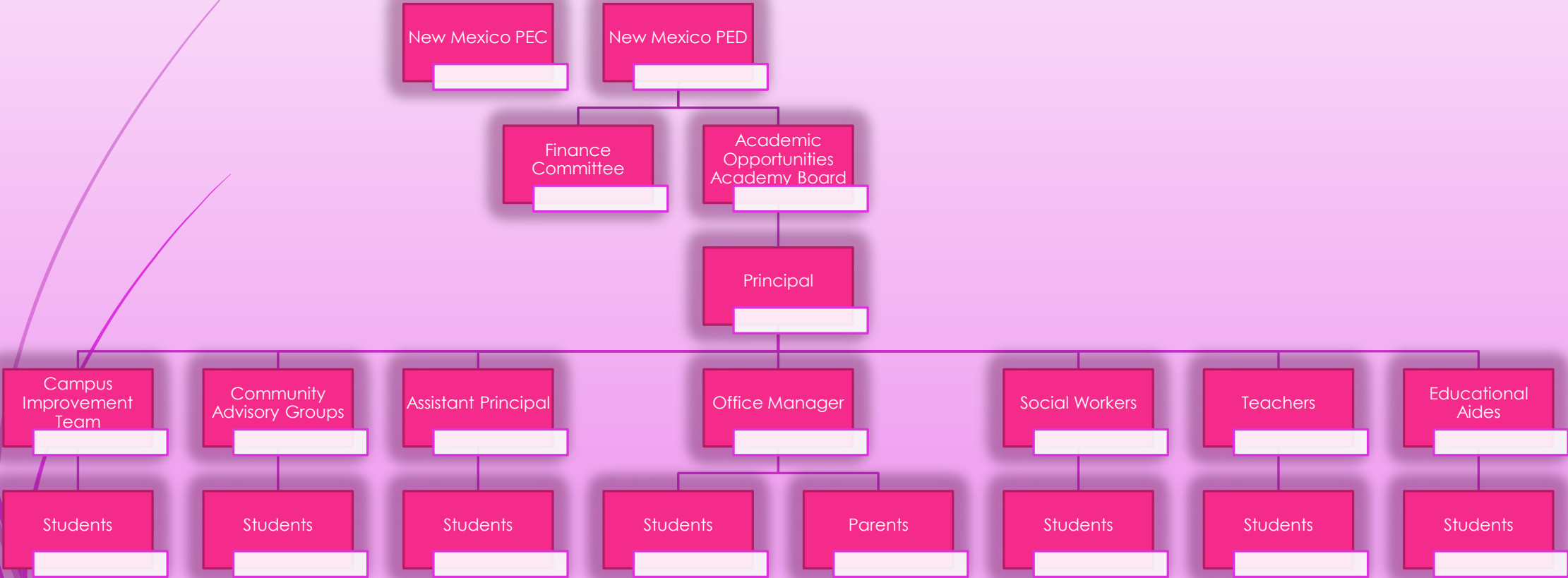
Dated: \_\_\_\_\_

\_\_\_\_\_ Signature:

Joaquin Moreno  
Vice-President  
Secretary of the Corporation

# Academic Opportunities Academy

## Organizational Chart





**ARTICLES OF INCORPORATION**

**ACADEMIC OPPORTUNITIES ACADEMY**

**ARTICLE I**

**Name**

The name of the corporation is ACADEMIC OPPORTUNITIES ACADEMY.

**ARTICLE II**

**Type**

The corporation is a non-profit corporation.

**ARTICLE III**

**Period of Duration**

The period of duration is perpetual.

**ARTICLE IV**

**Purposes**

The corporation is organized exclusively for educational purposes pursuant to Section 501(c)3 of the Internal Revenue Code of 1986, as amended, and the corresponding provisions of any subsequent United States revenue law.

**ARTICLE V**

**Membership**

The corporation shall have no members.

## **ARTICLE VI**

### **Registered Office and Agent**

The street address of the registered office of the corporation is 4171 North Mesa Street, Suite B-202, El Paso, Texas 79902 and the name of the registered agent is Mark Berry.

## **ARTICLE VII**

### **Board of Directors**

The number of Directors constituting the Board of Directors of the corporation at this statement is three (3) and the names and addresses of the persons who are to serve as Directors are:

Mark Casavantes	914 North Stanton Street El Paso, Texas 79902
Joaquin Moreno	825 East Missouri Avenue El Paso, Texas 79902
Joe Sandoval	4212 Park Hill Drive El Paso, Texas 79902

The number of Directors, term of office may be changed from time to time by the Board of Directors in accordance with the by-laws. The corporation shall be managed by a Board of Directors consisting of three (3) Directors. The Directors shall be elected at the annual meeting. Each Director shall serve a term of six (6) years, or until a successor has been elected and qualified. Each Director may be re-elected to serve additional terms. The Board of Directors shall meet immediately after the election for the purpose of electing its new officers.

## **ARTICLE VIII**

### **Dissolution**

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the corporation, dispose of all assets of the corporation exclusively for the purpose of the corporation in such manner, or to such organizations or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)3 of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any such assets not so disposed of, shall be disposed of by a Court of competent jurisdiction in the county in which the principal office of the corporation is then located, exclusively for the purpose or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purpose.



## **ARTICLE IX**

### **Use of Earnings**

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, Directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article IV hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for political office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)3 of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

## ARTICLE X

### **Liability and Indemnification of Directors**

To the fullest extent not prohibited by law, a director of this corporation shall not be liable to the corporation or its members for monetary damages for an act or omission in the director's capacity as a director, except that this article does not eliminate or limit the liability of a director for: (1) a breach of a director's duty of loyalty to the corporation or its members; (2) an act or omission not in good faith or involves intentional misconduct or a knowing violation of the law; (3) a transaction from which a director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or (4) an act or omission for which the liability of a director is expressly provided by statute.

Each such director and his or her heirs or personal representative and estate, shall be indemnified by the corporation for all expenses incurred in connection with any action, suit, proceeding or claim to which he or she shall be named a party or otherwise be a participant by virtue of being or having been or agreeing to become: (1) a director, officer, employee or agent of the corporation and/or (2) a director, officer, employee or agent of any corporation or organization at the request of the corporation. Such indemnity shall be provided



to the fullest extent permitted by the Texas Non-Profit Act or any other applicable laws as presently in effect or as may hereafter be amended (but in such case any such amendment only to the extent that such amendment permits the corporation to provide prior to such amendment). Such indemnity shall include, but not limited to, the advancement of expenses, including counsel fees, and the payment of all losses, liability and expenses; provided, however, that non person shall be indemnified for amounts paid in settlement unless the terms and conditions of said settlement have been consented by the corporation (other than Directors and officers) will be made without express authorization of the corporation's board.

The corporation may, upon the affirmative vote of its board, purchase insurance for the purpose of securing indemnification of its Directors, officers, and other employees to the extent that such indemnification is allowed by this article. Such insurance may, but need not, be for the benefit of all Directors, officers or employees, and the purchase of such insurance shall in no way limit the indemnification provisions of the proceeding paragraphs.

No repeal of or amendment to this Article shall have any effect with respect to the liability or alleged liability or any director occurring prior to such



amendment or to acts or omissions or rights to indemnify of any person occurring prior to the repeal or amendment.

## **ARTICLE XI**

### **Meetings**

**Annual Meeting.** Annual meetings shall be held once each calendar year for the purpose of electing directors and for the transaction of such business as may properly come before the meeting. The annual meeting shall be held at the time and place designated by the Board of Directors from time to time.

**Special Meetings.** Special meetings may be requested by the President or Board of Directors.

**Notice.** Written notice of all meetings shall be provided under this section or as otherwise required by law. The notice shall state the place, date and time of meeting, and if for a Special Meeting, the purpose of the meeting. Such notice shall be mailed to all directors of record at the address shown on the corporate books, at least (10) days prior to the meeting. Such notice shall be deemed effective when deposited in ordinary U.S. mail, properly addressed, with postage prepaid.

**Quorum.** A 2/3 majority of the directors shall constitute a quorum at a meeting.

## **ARTICLE XII**

### **Amendment of Bylaws**

The bylaws may be amended, or altered by the Board of Directors by a majority of a quorum vote at any regular or special meeting.

## **ARTICLE XIII**

### **Compensation**

The board will set the compensation for all those providing services to the corporation. The board will record in writing the decisions made by each board member who voted on compensation arrangements. The board will approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations. Refer to the instructions of the Internal Revenue Service Form 1023 (Rev. 6-2006) for Part V, lines 1a, 1b, and 1c for information on what to include as compensation. The board will record in writing both the information and the source of the information on which the board relied to base its decision.

**Currently no one is receiving compensation from the corporation.**

## **ARTICLE XIX**

### **Conflict of Interest Policy**

#### **Purpose**

**The purpose of the conflict of interest policy is to protect this tax-exempt organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.**

## **ARTICLE XX**

### **Definitions**

#### **1. Interested Person**

**Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.**



## **2. Financial Interest**

**A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:**

- a. An ownership of investment interest in any entity with which the Organization has a transaction or arrangement,**
  - b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or,**
  - c. A potential ownership of investment interest in, or compensation arrangement with any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest.**
- Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.**

## **ARTICLE XXI**

### **Procedures**

#### **1. Duty to Disclose**

**In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.**

#### **2. Determining Whether a Conflict of Interest Exists**

**After disclose of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.**

#### **3. Procedures for Addressing the Conflict of Interest**

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.**

- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonable possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

#### **4. Violations of the Conflicts of Interest Policy**

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it



shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board of committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.
- c. If the action of a director causes serious and irreparable harm to Academic Opportunities Academy where there is no remedy or corrective action that can be taken the board member can be asked to resign. If the board member chooses not to resign, the two other directors must vote unanimously for removal of the other board member from office.

## **ARTICLE XXII**

### **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible

conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

## **ARTICLE XXIII**

### **Voting Member Compensation**

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, for the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

## **ARTICLE XXIV**

### **Annual Conflict of Interest Policy Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

## **ARTICLE XXV**

### **Periodic Reviews**



To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or an excess benefit transaction.

## **ARTICLE XXVI**

### **Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

## **ARTICLE XXVII**

### **Racially Nondiscriminatory Policy**

**The corporation has a racially nondiscriminatory policy as to students and that it does not discriminate against applicants and students on the basis of race color, or national or ethnic origin. Also, the school must circulate information that clearly states the school's admission policies. A racially nondiscriminatory policy toward students means that the school does not discriminate on the basis of race in administering its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.**

## **ARTICLE XXVIII**

### **Policy Statement**

**The corporation must include a statement of its racially nondiscriminatory policy in all its brochures and catalogs dealing with student admissions, programs, and scholarships. Also, the school must include a reference to its racially nondiscriminatory policy in other written advertising that it uses to inform prospective students of its programs.**

## **ARTICLE XXIX**

### **Publicity Requirement**

**The corporation must make its racially nondiscriminatory policy known to all segments of the general community served by the school. Selective communication of a racially nondiscriminatory policy that a school provides solely to leaders of racial groups will not be considered an effective means of communication to make the policy known to all segments of the community. To satisfy this requirement, the school must use one of the following two methods.**

## **ARTICLE XXX**

### **Method One**

**The corporation can publish a notice of its racially nondiscriminatory policy in a newspaper of a general circulation that serves all racial segments of the community. Such publication must be repeated at least once annually during the period of the school's solicitation for students or, in the absence of a solicitation program, during the school's registration period. When more than one community is served by a school, the school can publish the notice in those newspapers that are reasonably likely to be read by all racial segments in the communities that the school serves.**



If this method is used, the notice must meet the following printing requirements.

1. It must appear in a section of the newspaper likely to be read by prospective students and their families.
2. It must occupy at least three (3) column inches.
3. It must have its title printed in at least (12) twelve point bold face type.
4. It must have the remaining text printed in at least (8) eight point type.

#### **Record-keeping Requirements**

With certain exceptions, given later, each exempt private school must maintain the following records for a minimum period of 3 years, beginning with the year after year of compilation or acquisition.

1. Records indicating the racial composition of the student body, faculty, and administrative staff for each academic year.
2. Records sufficient to document that scholarship and other financial assistance are awarded on a racially nondiscriminatory basis.
3. Copies of all materials used by or on behalf of the school to solicit contributions.
4. Copies of all brochures, catalogs, and advertising dealing with student admissions, programs, and scholarships. The racial composition of the

student body, faculty, and administrative staff can be determined in the same manner as that described at the beginning of this section.

5. The IRS does not require that a school release any personally identifiable records or personal information except in accordance with the requirements of the Family Educational Rights and Privacy Act of 1974. Similarly, the IRS does not require a school to keep records prohibited under state or federal law. Failure to maintain or produce the required records and information, upon proper request, will create a presumption that the organization has failed to comply with these guidelines.

## **ARTICLE XXXI**

### **Governance**

The Organization shall meet the following governing standards and maintain ongoing compliance.

No person may serve as a member, Director, officer, or employee who has been convicted of a felony or a misdemeanor involving moral turpitude.

The Organization must check the criminal history through the Texas Department of Public Safety, New Mexico, or a national history records check of each person who intends to serve as an employee in any capacity, including persons employed by a contractor or subcontractor to

**provide services, a member of the governing body, and any person who files, in writing, an intention to serve as a volunteer.**

**The Organization must check the bankruptcy history through the Texas Department of Public Safety, New Mexico, or a national history records check of each person who intends to serve as a member of the governing body, Director, or officer.**

**Each member, Director, or officer has a duty to disclose if they have ever filed for bankruptcy.**

**The President of the Organization will certify that no members, Directors, officers, or employees of the governing body of the Organization have been convicted of a misdemeanor involving moral turpitude or of any felony.**

**The President of the Organization will certify that no members, Directors, or officers have ever filed for bankruptcy.**

## **Offices**



**President/CEO**  
**Vice-President/Secretary**  
**Vice-President/Treasurer**

## **Committees**

**Student, and Staff Safety, Emergency Response Plans**  
**Research, Development, Ideas, Creativity, Innovation, Evaluation**  
**Curriculum Mapping and Database Software, IT**  
**Continuous Improvement, Continuous Improvement Teams, Six-Sigma**  
**Staff Development, Teaching, Learning, Academics, Curriculum and Instruction**  
**Student, Parental, Teacher, Staff, Involvement, Open Houses**  
**Advertising, Marketing, Social Media**  
**Compliance, State Reports, Federal Reports**  
**Legal, Contracts**  
**Purchasing**  
**Due-Diligence**  
**Governance, Policy, Routines and Procedures**  
**Charter School Applications, Charter School Modifications**  
**Fund Raising, Grant Writing**  
**Facilities, Maintenance, Design, Construction, Architecture, Engineering**  
**Energy Conservation, Waste Management**  
**Human Resources**

**Committees will be developed by the Board when needed to serve particular functions as needed with defined duties, objectives, time limits, responsibilities,**

**Grounds for Removal of a Board Member from office by a unanimous vote of the other two board members.**

- The board member is ineffective.
- The board member is not interacting well with others.
- The board member is difficult to deal with.
- Conflict of interest
- Convicted of a misdemeanor or felony.
- Filed for bankruptcy.
- Disloyalty

**The Board selects the Principal and may terminate the Principal by a majority vote of the board members.**

**The Board will determine the frequency the Principal will meet with the Board. The Board may require the Principal to provide e-mailed reports to each board member on the status of various aspects of school operations.**

**Grounds for Removal of the Principal by the Board**

- The Principal is ineffective
- Low Teacher performance
- Low Tutor/Instructional Aide performance
- Low Staff performance
- Low student enrollment
- Low student performance
- Poor student discipline and behavior
- Low rates of improvement or any decline in performance.
- Unable to operate the school within budget
- Noncompliance with Federal, State and Local requirements of the charter.
- Noncompliance with the educational plans of the charter.
- Noncompliance with board requests for reports, meetings, and/or information.
- Failure of the Principal to regularly attend Board Meetings.
- Noncompliance with board directives, policies, and requests
- The Principal is not interacting well with others. The Principal is difficult to deal with.
- Conflict of interest

- **Convicted of a misdemeanor or felony.**
- **Filed for bankruptcy.**
- **Disloyalty**
- **Failure to meet Texas or New Mexico requirements of charter school performance.**
- **Failure to meet federal requirements of charter school performance.**
- **The Board may add additional requirements as needed to operate our charter schools to the highest levels of performance, satisfy all Federal, State and Local directives, and to correct unforeseen problems or issues due to the actions or inactions of the Principal.**

### **Duty of Care**

- The duty of care describes the level of competence that is expected of a board director.
- The standard used is the care that an ordinarily prudent person would exercise in a like position and under similar circumstances. At a minimum it involves:
  1. Active participation and discussion in decision-making.
  2. Good business judgment.
  3. Financial integrity.
  4. Regular attendance at board meetings.
  5. Ensuring that all necessary policies are in place and current.
  6. Guaranteeing compliance with filing requirements, particularly annual information return: IRS 990.
  7. The board will review the annual IRS 990 filing.

Information includes:



- Policies in place: Conflict of Interest; Whistle-Blower; Document Destruction; Compensation

- [www.guidestar.org](http://www.guidestar.org)

### **Duty of Loyalty**

- Board directors must never use their position, or the charter school's assets, or information obtained as a board member for personal gain for themselves or for any member of their family.
- To exercise the duty of loyalty, board members must:
  1. Avoid conflict of interest.
  2. Comply with the provisions of the school's charter.
  3. Comply with all Federal, Texas, New Mexico and local laws.
  4. Demonstrate public support for board decisions.
  5. Be willing to ask probing questions on behalf of school.

### **Duty of Obedience**

- Requires that when board members make decisions they do so in accordance with:
  1. Federal, state statutes.
  2. The school's charter.
  3. The school's governing documents: by-laws and articles of incorporation.

4. Board adopted policies and procedures.
5. The internal policies and procedures of the administration.

### Amending of Bylaws

Academic Opportunities Academy bylaws are a living document that will be used and reviewed as frequently as necessary to operate this corporation to the best of our abilities. Recommendation to amend our bylaws can be made by any board member, principal, employee, parent, student, or community member. Bylaws will be reviewed at least annually at the annual board meeting. Academic Opportunities have made numerous modifications of our bylaws in accordance with the recommendations of the IRS, and the State of New Mexico.

## ARTICLE XXIII

## ARTICLE XXIII

### Certification

I certify that the foregoing is a true and correct copy of the bylaws of the above-named corporation, duly adopted by the Board of Directors on March 8<sup>th</sup>, 2014.

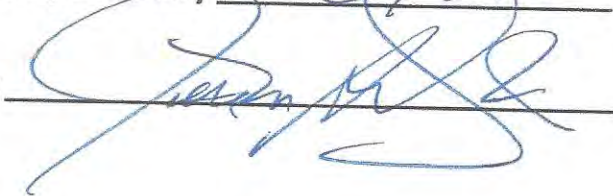
Mr. Mark Casavantes,  
Superintendent, President, Treasurer



Mr. Joaquin Moreno, Vice-President, Secretary



Mr. Joe Sandoval, Vice-President





# Required Appendix C

**Job Title: PRINCIPAL****JOB DESCRIPTION**

(Subject to amendment by the AOA Board)

**PRIMARY PURPOSE:**

- The Principal is responsible for all actions and inactions of himself/herself and all their staff.
- The Principal is responsible for all federal and state compliance requirements for their campus.
- Operate the campus in full compliance of our charter.
- The Principal will direct and manage instructional program and supervise operations and personnel at the campus level.
- Provide leadership to insure high standards of instructional service.
- Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.

**GOALS:**

- Increase enrollment as rapidly as prudent until the campus student capacity is attained.
- Improve student achievement at all levels in the core subjects of the state curriculum.
- Ensure the progress of all students toward achieving Advanced Academic Performance.
- Close Advanced Academic Performance level gaps among groups.
- Prepares students for the rigors of high school, and the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.

**JOB REQUIREMENTS:****Education Certification:**

- Master's Degree in Educational Administration
- New Mexico Principal

**Special Knowledge and Skills**

- Working knowledge of curriculum and instruction
- Working knowledge of New Mexico charter school laws and policies
- Ability to evaluate instructional program and teaching effectiveness
- Ability to manage a budget and personnel
- Ability to coordinate campus functions
- Ability to implement policies and procedures
- Ability to interpret data
- Ability to communicate a clear vision and goals to multiple stakeholders and to work collaboratively
- Strong organizational, communication, public relations, and interpersonal skills.

**Experience:**

- Five years' experience as a classroom teacher
- Two years' experience in instructional leadership roles
- One years' experience in a charter school

**Other Requirements:**

- Never filed for bankruptcy
- Clear background check

**SUPERVISOR: Academic Opportunities Academy Board****DUTIES AND RESPONSIBILITIES**

- Supervises and evaluates the Assistant Principal and all staff.
- Oversees and is responsible for all aspects of operating of a New Mexico charter school(s) in full compliance of all federal, state, and local laws, regulations, board policies, AOA Articles of Incorporation/bylaws, comply with all provisions of our New Mexico charter, to comply with all requirements of the New Mexico Public Education Department. Provide full legal and fiscal oversight.
- Comply with federal and state laws, State Board of Education Rule, and AOA Board Policy.
- Prepares the agenda for AOA board in consultation with the AOA board, Assistant Principal and Community Advisory Groups.
- Ensure adequate financial resources are available to operate and sustain our charter school operations.
- Oversees, and is responsible for the preparation of:
  - ✓ preparation of the annual budget,
  - ✓ reports, records and other documents,
  - ✓ charter school applications,
  - ✓ charter school renewal applications,
  - ✓ New Mexico Public Education Department reports and documents,
  - ✓ grant application documents,
  - ✓ information,
  - ✓ policies,
  - ✓ student/parent manuals,
  - ✓ employee manuals,
  - ✓ routines,
  - ✓ procedures,
  - ✓ curriculum,
  - ✓ best practices,
  - ✓ and other similar items as required by the AOA board
- Improve success by elevating school-wide performance and student outcomes.
- Ensure we are providing an excellent education to all of our students.



- The Principal is responsible for curriculum and staff development through formal and informal activities, establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents and teachers.
- Is the primary liaison and builds relationships with businesses, government, learning communities and other stakeholders.
- Is the primary liaison and builds relationships with parents, guardians, and students.
- Is the instructional leader.
- Ensure the effective and quick resolution of conflicts.
- Manage the use of all school facilities. Supervise maintenance of facilities to ensure a clean, orderly, and safe campus.
- Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate.
- Ensure that the school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the Student Code of Conduct and the Student Handbook.
- Conduct conferences about student and school issues with parents, students and teachers.
- Develop professional skills appropriate to the job assignment.
- Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff and students.
- Articulate the school's mission to the community and solicit its support in realizing the mission.
- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.
- Identify, analyze, and apply research findings (e.g., effective school correlates) to promote school improvement.
- Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and Community Advisory Groups.

- Interview, select, and orient new staff. Approve all personnel assigned to their campus.
- Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
- Observe employee performance, record observations, and conduct evaluation conferences with staff.
- Assign and promote campus personnel.
- Make recommendations to the Academic Opportunities Board on termination, suspension, or nonrenewal of employees assigned to the campus.
- Work with the Communities Advisory Groups to plan professional development activities.
- Confer with subordinates regarding their professional growth. Work with them to develop and accomplish improvement goals.
- Insures that all AOA employees are properly trained to perform all their duties.
- Ability to create consensus among communities and experience successfully working within a school/work environment which values and fosters collaboration.
- Establish and build relationships with foundations and other funders.
- Hire and recommend the termination of the campus staff to the AOA board.
- Attend and be an active and collaborative participant in all AOA board meetings.
- Responsible for recruiting students and marketing of our charter schools.
- The Principal is hereby granted authority to act on behalf of the Board of Directors and the Charter School in all administrative matters with the exception of those matters specifically reserved for the AOA Board in law or rule for which there lawfully cannot be any delegation by the AOA Board.
- The Principal is also authorized to develop administrative procedures to implement Board policy and to delegate duties and responsibilities.
- Delegation of power or duty, however, shall not relieve the Principal of responsibility for the action which was delegated.

- The Principal supervises the operation and management of the overall Academic Opportunities Academy operations.
- The Principal must be of good character and of unquestionable morals and integrity.
- The Principal shall have the experience and the skills necessary to work effectively with the Board, school employees, students, and the community.
- The Principal must have experience in and demonstrate an understanding of the AOA model.
- When the office of the Principal becomes vacant, the Board will conduct a search to find the most capable person for the position. Qualified staff members who apply for the position will be considered for the vacancy.
- The AOA Board will conduct a written formal evaluation, at least annually, of the performance of the Principal, using standards and objectives developed by the AOA Board, which are consistent with the Charter School's mission, goal statements, and the AOA model.
- A specific time shall be designated for a formal evaluation session. The evaluation should include a discussion of strengths and weaknesses, as well as performance areas needing improvement. At least fifty percent (50%) of the evaluation shall be based on objective measure(s) of growth in student achievement, as determined by the Board. In addition, input from the Principal, parents and guardians of students shall be considered as a factor in the evaluation. All evaluation criteria will be aligned with the Charter School's mission, goal statements, and the AOA model.
- Other duties as assigned by the Academic Opportunities Academy Board.



# Required Appendix D

**Job Title: ASSISTANT PRINCIPAL****JOB DESCRIPTION**

(Subject to amendment by the AOA Board)

**PRIMARY PURPOSE:**

- The assistant principal is responsible for all actions and inactions of himself/herself and all their staff.
- The assistant principal is responsible for all federal and state compliance requirements for their campus.
- Operate the campus in full compliance of our charter.
- The assistant principal will direct and manage instructional program and supervise operations and personnel at the campus level.
- Provide leadership to insure high standards of instructional service.
- Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.

**GOALS:**

- Increase enrollment as rapidly as prudent until the campus student capacity is attained.
- Improve student achievement at all levels in the core subjects of the state curriculum.
- Ensure the progress of all students toward achieving Advanced Academic Performance.
- Close Advanced Academic Performance level gaps among groups.
- Prepares students for the rigors of high school, and the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.

**JOB REQUIREMENTS:****Education Certification:**

- Master's Degree in Educational Administration
- New Mexico Principal or other appropriate New Mexico certificate

**Special Knowledge and Skills**

- Working knowledge of New Mexico charter school laws and policies
- Ability to coordinate campus functions
- Ability to implement policies and procedures
- Ability to interpret data
- Ability to communicate a clear vision and goals to multiple stakeholders and to work collaboratively
- Strong organizational, communication, public relations, and interpersonal skills.

**Experience:**

- Five years' experience as a classroom teacher
- One years' experience in a charter school

**Other Requirements:**

- Never filed for bankruptcy
- Clear background check

**SUPERVISOR: Principal****DUTIES AND RESPONSIBILITIES**

- Supervise operations in the Principal's absence.
- Oversees and is responsible for all aspects of operating of a New Mexico charter school(s) in full compliance of all federal, state, and local laws, regulations, board policies, AOA Articles of Incorporation/bylaws, comply with all provisions of our New Mexico charter, to comply with all requirements of the New Mexico Public Education Department. Provide full legal and fiscal oversight.
- Comply with federal and state laws, State Board of Education Rule, and AOA Board Policy.
- Assists in preparing agenda for AOA board in consultation with the AOA board, Principal and Community Advisory Groups.
- Assists the Principal in the preparation of:
  - ✓ preparation of the annual budget,
  - ✓ reports, records and other documents,
  - ✓ charter school applications,
  - ✓ charter school renewal applications,
  - ✓ New Mexico Public Education Department reports and documents,
  - ✓ grant application documents,
  - ✓ information,
  - ✓ policies,
  - ✓ student/parent manuals,
  - ✓ employee manuals,
  - ✓ routines,
  - ✓ procedures,
  - ✓ curriculum,
  - ✓ best practices,
  - ✓ and other similar items as required by the AOA board
- Improve success by elevating school-wide performance and student outcomes.
- Ensure we are providing an excellent education to all of our students.
- The Assistant Principal is responsible for curriculum and staff development through formal and informal activities, establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents and teachers.
- Ensure the effective and quick resolution of conflicts.



- Manage the use of all school facilities. Supervise maintenance of facilities to ensure a clean, orderly, and safe campus.
- Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate.
- Ensure that the school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the Student Code of Conduct and the Student Handbook.
- Conduct conferences about student and school issues with parents, students and teachers.
- Develop professional skills appropriate to the job assignment.
- Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff and students.
- Articulate the school's mission with the community and solicit its support in realizing the mission.
- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.
- Identify, analyze, and apply research findings (e.g., effective school correlates) to promote school improvement.
- Assist the Principal in the interviewing, selecting, and orientating of new staff.
- Observe employee performance, record observations, and conduct evaluation conferences with staff.
- Confer with subordinates regarding their professional growth. Work with them to develop and accomplish improvement goals.
- Insures that all AOA employees are properly trained to perform all their duties.
- Ability to create consensus among communities and experience successfully working within a school/work environment which values and fosters collaboration.

- Establish and build relationships with foundations and other funders.
- Attend and be an active and collaborative participant in all AOA board meetings.
- Responsible for recruiting students and marketing of our charter schools.
- Participate in the development and evaluation of educational programs.
- Encourage and support development of innovative instructional programs, helping teachers pilot such efforts when appropriate.
- Promote the use of technology in the teaching and learning process.
- Promote a positive, caring climate for learning.
- Deal sensitively and fairly with persons from diverse cultural backgrounds.
- Communicate effectively with students and staff.
- Participate in the development of campus improvement plans with staff, parents, and community members.
- Help plan daily school activities by participating in the development of class schedules, teacher assignments, tutor assignments, and extracurricular activity schedules.
- Supervise the reporting and monitoring of student attendance and work with attendance clerk on follow up investigations.
- Work with Community Advisory Groups to compile annual budget requests based on documented program needs.
- Requisition supplies, software, e-books, and equipment; check inventory, maintain records; verify receipt for materials.
- Assist with safety inspections and safety-drill practice activities.
- Coordinate transportation, custodial, food-service, and other support services.

- Ensure that students are always adequately supervised while students are on campus.
- Help to develop a student discipline management system that results in positive student behavior.
- Participate in professional development to improve skills related to the job assignment.
- Articulate the school's mission to community and solicit its support in realizing its mission.
- Demonstrate awareness of school-community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.
- The Assistant Principal is hereby granted authority to act on behalf of the Board of Directors and the Charter School in all administrative matters with the exception of those matters specifically reserved for the AOA Board in law or rule for which there lawfully cannot be any delegation by the AOA Board.
- The Assistant Principal is also authorized to develop administrative procedures to implement Board policy and to delegate duties and responsibilities in coordination with their Principal.
- Delegation of power or duty, however, shall not relieve the Assistant Principal of responsibility for the action which was delegated.
- The Assistant Principal supervises the operation and management of the overall Academic Opportunities Academy operations.
- The Assistant Principal must be of good character and of unquestionable morals and integrity.
- The Assistant Principal shall have the experience and the skills necessary to work effectively with the Board, school employees, students, and the community.
- The Assistant Principal must have experience in and demonstrate an understanding of the AOA model.
- When the office of the Assistant Principal becomes vacant, the Board will conduct a search to find the most capable person for the position. Qualified staff members who apply for the position will be considered for the vacancy.
- The Principal will conduct a written formal evaluation, at least annually, of the performance of the Assistant Principal, using standards and objectives developed by the AOA Board, which are consistent with the Charter School's mission, goal statements, and the AOA model.
- A specific time shall be designated for a formal evaluation session. The evaluation should include a discussion of strengths and weaknesses, as well as performance areas needing improvement. At least fifty percent (50%) of the evaluation shall be based on objective



measure(s) of growth in student achievement, as determined by the Board. In addition, input from the Principal, parents and guardians of students shall be considered as a factor in the evaluation. All evaluation criteria will be aligned with the Charter School's mission, goal statements, and the AOA model.

- Is a member or at least one Community Advisory Group
- Other duties as assigned by the Principal.

## **BUSINESS MANAGER**

### **JOB DESCRIPTION**

(Subject to amendment by the AOA Board)

### **JOB REQUIREMENTS:**

Be able to operate a charter school involving, payroll, contracts, accounting, budgets, reports, data and other related duties.

Pass a background check

Experience working in a charter school as a business manager or senior clerk.

Knowledge and understanding of New Mexico charter school laws and policies,

Ability to communicate a clear vision and goals to multiple stakeholders and work collaboratively.

### **SUPERVISOR: Principal**

#### **Primary Purposes:**

Ensure the efficient operation of the charter school; provide clerical services to the Principal, Assistant Principal, and the Academic Opportunities Academy Board. Work under the general supervision and direct the work of all clerical employees. Handle confidential information and frequent contact with all levels of employees, outside agencies and the general public.

Operate all business aspects of the charter school.

#### **Qualifications:**

##### **Education/Certification:**

Bachelor's Degree in Business Management or similar degree

##### **Special Knowledge and Skills:**

Working knowledge on PIEMS and related reports.

Working knowledge on Attendance and related reports.

Working knowledge on Accounting, payroll, budgets, contracts, accounts receivable, accounts payable and related reports.

Working knowledge on upkeep, maintenance, data entries, to all student transcripts, grades, records and related information.

Working knowledge on Federal and State laws pertaining to charter schools.

Working knowledge of being a registrar and related duties.

Working knowledge of enrolling, requesting, and transferring student records.

Knowledge of Academic Opportunities Academy organization, operations, and administrative policies.

Excellent organization, communication, and interpersonal skills.

Ability to use a personal computer and software to develop spreadsheets, data bases, power-point presentations, databases, and word processing.

**Experience:**

Three years or more advanced Head Clerk or Business Manager experience in either a public or charter school.

Prior experience in an executive office of a public school, charter school or another entity.

**DUTIES AND RESPONSIBILITIES**

- Assists in performing the duties as the campus registrar.
- Effectively and efficiently performs the financial functions of the charter school including all financial reporting, budgeting and forecasting, planning, personnel record keeping, and insurance administration.
- Trains Clerks.
- Prepare and post official board agenda and records.
- Record minutes of administrative staff and board meetings as required.
- Collect, organize, copy and bind all materials for board meetings; distribute to board members.
- Prepare all correspondence, memoranda, and reports for the Principal, Assistant Principal and the AOA Board members.
- Compile information and prepare reports as needed.
- Distribute board materials to the principal, assistant principal, and AOA Board members.
- Schedule appointments and maintain the principal, assistant principal and AOA Board member schedules.
- Greet visitors and respond to routine inquiries from staff and public; refer appropriate inquiries or problems to the Principal, or Assistant Principal.
- Answer incoming calls and handle questions from the public, outside agencies, the AOA Board, and staff.
- Organize and manage routine work activities of the Principal, Assistant Principal and the AOA Board.
- Maintain physical and computerized files, including board minutes and closed session records.
- Assist in travel arrangements for the Principal, Assistant Principal, and AOA Board members as needed including making airline, hotel and conference reservations.



- Review and distribute mail.
- Maintain confidentiality of information.
- Will assign work and train all clerks.
- Able to use, maintain and provide basic maintenance for personal computers, printers, copiers, fax and related office equipment.
- Develops and maintains a financial plan, policies and procedures, and internal controls for the school including cash management and budget control.
- Oversees and is responsible for assisting in writing and improving of agendas, reports, information, charter school applications, charter school amendments, grants, reports, policies, manuals, handbooks, and related information related to the duties and responsibilities of the Office Manager.
- Consults with the New Mexico Public Education Department with regard to the organization's financial affairs.
- Oversees and is responsible for all non-educational aspects of AOA operations.
- Oversees and is responsible for compliance with all federal, state, local laws and regulations.
- Oversees and is responsible for compliance with all AOA board policies, and bylaws.
- Monitors and inventories all materials, supplies, equipment, and property.
- The Office Manager is the supervisory point of contact after Clerks, for meeting with parents/guardians, students, businesses, contractors, suppliers, vendors, government representatives, and learning communities.
- Prepares monthly financial statements and supporting schedules for the school.
- Effectively maintains all departmental and sub-ledger reporting.
- Prepares contractual agreements.
- Supervises and manages all purchasing and cash disbursing activities.
- Reconciles daily receipt of all money.
- Manages all employee records.

- Supervises and/or prepares payroll including EFTPS filing, quarterly and year end payroll tax returns, and monthly ERB/ERA Retiree filings.
- Assists with preparation of the organization's annual budget, consults with faculty regarding budget, monitors approved budget, and reports any deviation to the Principal and Governing Council.
- Prepares all quarterly, year-end, and flow through reports required by State of New Mexico Public Education Department.
- Acts as a liaison between System Administrator and faculty to resolve system problems.
- Manages employee benefit programs and acts as a liaison between employees and providers.
- Prepares and forwards reports and notices relative to employee insurance programs, worker's compensation, and unemployment insurance.
- Interfaces and cooperates with other staff within the organization.
- Performs other duties as assigned by the Principal.
- Oversees and is responsible for the preparation of all reports, information, and other items as required by the AOA board relating to the duties and responsibilities of the Office Manager.
- Oversees and is responsible for the writing, revisions, editing, and improvement of all charter school applications, charter school amendments, grants, reports, policies, manuals, handbooks, and related information relating to the duties and responsibilities of the Office Manager.
- Researches and recommends improvements to routines, procedures, curriculum, best practices for AOA operations to the Principal relating to the duties and responsibilities of the Office Manager.
- Builds relationships with the AOA parents, students, business, government, and learning communities.
- Delegation of power or duty, however, shall not relieve the Office Manager of responsibility for the action which was delegated.
- The Office Manager will work with frequent interruptions, maintain emotional control under stress.
- Work will entail repetitive hand motions and prolonged use of a computer.
- The Office Manager may need to work occasional prolonged or irregular hours.
- Is a member or at least one Community Advisory Group
- Performs other duties as assigned by the Principal

## **TEACHER**

### **JOB DESCRIPTION**

(Subject to amendment by the AOA Board)

### **JOB REQUIREMENTS:**

Bachelor's degree,  
New Mexico teaching certificate,  
Background check  
Ability to speak both English and Spanish preferred.  
Ability to work collaboratively.

### **Primary Role and Purpose:**

Provide all students with the appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Help students develop the skills necessary to be a productive member of society, an excellent citizen, and meet all the requirements of the federal and state government, and to be successful in high school, college, trade schools and the military.

### **Skills:**

- Understand the subjects assigned.
- Working knowledge of curriculum and instruction.
- Capable of instructing students and managing their behavior.
- Exceptional organizational, communication and interpersonal skills.

### **Education:**

- Bachelor's Degree in the discipline they will teach

### **Certification:**

- New Mexico Teacher's Certificate in the discipline they will teach

### **Experience:**

- Student Teaching

### **SUPERVISOR: Principal**

- Use data from the Curriculum Mapping Database and Software to develop class lists, an education plan and lessons to maximize the learning of all our students in the content areas that the teacher teaches and in accordance with the New Mexico Public Education Department requirements for pull-out classes.
- Design, write and use lesson plans that conform to the charters curriculum. Ensure written plans are available for review.
- Ensure lesson plans show modifications for differences in student learning styles.



- Teach instructional subjects according to the guidelines established by the New Mexico Public Education Department, charter policies and administrative regulations.
- Implement appropriate instructional and learning strategies, activities, materials, and equipment to ensure comprehension based on learning styles and student needs.
- Design instructional activities using data from student learning style assessments.
- Collaborate with staff to determine charter school requirements for the instructional goals, objective and methods.
- Oversee tutors, student teachers, and volunteer assignments.
- Employ technology practices to strengthen the instructional process.
- Assist students to assess and enhance their study methods and habits.
- Produce formal and informal testing to evaluate student success.
- Coordinate and manage extracurricular duties as assigned, Sponsor outside activities approved by the charter school Principal.
- Serve as an example for students.
- Support the mission of the Academic Opportunities Academy
- Prepare the classroom to enhance learning and to aid in physical, social and emotional development of students.
- Control student behavior in agreement with the student handbook.
- Ensure the necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on book, e-book, equipment, and material selection.
- Establish communication rapport with parents, students, principals, assistant principals, office manager, teachers, tutors and students through conferences.
- Create and maintain a professional relationship with colleagues, students, parents, and community members.
- Present information accurately through clear communication skills.
- Enrich job skills through professional development activities.

- Keep up to date and abide by state charter regulations and policies for teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings, assist in staff committees as necessary and be involved in at least one Community Advisory Group.
- Oversee any assigned student teacher.
- Maintain control in stressful situations.
- Extended hours may be required.
- Some lifting may be required.
- Sends messages to students tablet computers when and where pull-out classes will be conducted.
- Dismisses students from class when the teacher has assessed the student has mastered the material from the current lesson. The Teacher may dismiss one student, a small group of students, or the entire class based on their assessment of the student's mastery of the current lesson.
- The Teacher may schedule additional future pull-out classes if more than pull-out class session is needed.
- Create and refine curriculum that is based on the New Mexico Content Standards with Benchmarks and Performance Standards as well as New Mexico Common Core requirements and best practices.
- Improve student performance toward the goal that every student completes one grade level of academic growth or better each year.
- The Teacher is responsible for every student's academic improvement and success on the campus and in the content areas they teach.
- Improve student attendance rates.
- Develop all students to become model citizens.
- Make recommendations to improve the AOA charter school model.
- Implement modifications for SPED students and document services provided.
- Meet with parents and students to improve student academic performance.
- Complete Professional Development Plan (PDP), following all protocol and deadlines.

- Supervises and trains all Educational Assistants to perform all their assigned duties to improve student and campus performance.
- Attends Parent Nights and Open Houses.
- Engages Parents/Guardians in their children's education.
- Serves as a model in developing student's language and behavior.
- Performs other duties as assigned by the Principal.
- Serves on at least one Community Advisory Group to work on improving every aspect of school operations and student academic performance.
- Attends and participates at staff meetings on assigned dates.
- Collaborates with other Teachers and Educational Assistants to coordinate the performance of their duties.
- Collaborate with SPED Diagnostician to create appropriate modifications for SPED students.
- Participate in IEP meetings as determined by SPED Diagnostician.
- Uses the Curriculum Mapping Database and Software to reflect on data from assessments to improve instructional practice.
- The Teacher must be of good character and of unquestionable morals and integrity.
- Insures that all tutors are properly trained to perform all their duties.
- Delegation of power or duty, however, shall not relieve the Teacher of responsibility for the action which was delegated.
- Is a member or at least one Community Advisory Group
- Other duties as assigned by the Principal



## **SOCIAL WORKER**

### **JOB DESCRIPTION**

(Subject to amendment by the AOA Board)

### **JOB REQUIREMENTS:**

Bachelor's degree in Social Work,

Licensure by the Texas State Board of Social Worker Examiners at the Texas Department of State Health Services

Maintain fifteen hours of continuing education annually.

Background check

Ability to speak both English and Spanish fluently.

Ability to work collaboratively.

### **SUPERVISOR: Principal**

### **General Philosophy**

Academic Opportunities Academy realizes that many of our students have not been successful in other academic settings. We desire that our students are the most successful. We realize we need to treat the whole child and all the problems they may face in order to develop the most successful, socially developed, and mentally healthy child possible. This is the purpose of our Social Workers.

Academic Opportunities Academy desires to solve the problems our students face by having our Social Workers be the initial contact for all behavioral and academic referrals rather than the Principal.

Academic Opportunities Academy desires that our Social Workers work in a pro-active manner to seek out students with academic and behavioral issues and to work diligently to solve these issues.

### **Primary Purpose:**

Perform casework service to help students resolve personal, emotional, and social problems that interfere with their adjustment to school and their ability to enjoy the benefits of the educational process. Function as part of the pupil services team to formulate plans with the school, student and parents.

### **Knowledge and Skills:**

Knowledge of individual and group counseling skills.

Knowledge and skill in casework methods.

Strong consultation skills for conferencing with teachers, parents, and students.

Knowledge of prevention and intervention strategies, including behavior management interventions.

Awareness and ability to access community resources.

Excellent organizational, communication, and interpersonal skills.

### **Education:**

Bachelor's Degree in Social Work or related degree

**Experience:**

One years' experience in social work.

**Certification:**

Licensure by the New Mexico Board of Social Work Examiners

**Duties and Responsibilities**

- Conduct group and individual counseling sessions to enhance social development of students and provide peer support in accepting responsibility for their actions, overcoming crisis, resolving conflict, improving attendance, decision making skills, etc...
- Perform casework service with parents to increase the parents' understanding, their constructive participation in resolving their child's problems, and their knowledge and use of available and appropriate resources.
- Refer school staff and parents to community resources.
- Coordinate and integrate school and community resources.
- Teach campus developmental guidance curriculum consistent with AOA's guidance program plan and tailored to campus needs.
- Counsel individual students and small groups with presenting needs and concerns.
- Consult parents, teachers, administrators, and other relevant people to enhance their work with students.
- Work with school and community personnel to bring together resources for students.
- Maintain a communication system that effectively collects and disseminates information to other professionals as appropriate.
- Develop and maintain positive working relationships with other school professionals and representatives of community resources.
- Use an effective referral process to assist students and others to use special programs and services.
- Interpret tests and other appraisal results appropriately and communicates to school personnel, students, and their parents.
- Maintain the confidentiality of student assessments.

- Plan school guidance and counseling programs to ensure that they meet identified needs, priorities, and program objectives.
- Implement a comprehensive and balanced program.
- Develop and coordinate a continuing evaluation of the guidance program and individual activities and make changes based on findings.
- Educate the school staff, parents, and community about the guidance program through a public information program.
- Compile, maintain, and file all required physical and computerized reports, records and other documents.
- Comply with policies established by federal and state law, State Board of Education rule, Academic Opportunities Academy Board policy in the guidance and counseling area.
- Comply with all district, and campus routines and regulations.
- Maintain a positive and effective relationship with supervisors.
- Communicate effectively with colleagues, students and parents.
- Prepare documents and lists for honor roll, awards assemblies, and other student recognition programs.
- Record student information, including test scores and final grades on permanent records.
- Create new student files and ensure completeness of records.
- Assist with the registration of new students, including requesting and sending student records and setting up cumulative folders.
- Prepare student At-Risk folders.
- Adhere to ethical and legal standards and model behavior that is professional and responsible.
- Participate in professional development to improve skills related to the job assignment.
- Maintain emotional control under stress.
- Social workers will use social resources, social systems, and human capabilities to effect change in human behavior, emotional responses, and social conditions to improve student behavior, student character, student attitudes, and student academic performance.
- Social Workers will assess, diagnose, and treat, using psychotherapy and counseling.
- Social Workers will also provide client-centered advocacy, consultation, and evaluation.



- Social Workers will conduct one on one meetings with all students to develop relationships and to use assess, diagnose, and treat all of AOA students using psychotherapy and counseling to improve student behavior, student character, student attitudes, and student academic performance.
- Social Workers will monitor all AOA students to insure they are progressing both emotionally and academically and intervene when beneficial to improve the student's emotional and academic well-being.
- Social Workers will be referred students with behavioral, educational, social, emotional, character, attitude, or academic performance issues by other AOA staff members.
- Social Workers will monitor and follow up with all students who are absent from school.
- Social Workers will conduct meetings, counseling and therapy with AOA students and their parents/guardians.
- Social Workers will conduct home visits with all parent/guardians when a student is absent.
- Social Workers will advocate for all AOA students who are involved in the juvenile justice system. Social Workers will advocate for our students with law enforcement personnel, judges and other court personnel, probation officers, lawyers, advocates, child protective services, and other related personnel.
- Social Workers will attend Parent Nights and Open Houses conducted by AOA.
- Social Workers will actively recruit students to enroll at their campus.
- Social Workers will conduct tours and presentations about our campus by prospective parents, guardians and students.
- Maintains student confidentiality in compliance with all laws, regulations and policies.
- Provides guidance, mentoring, and assistance in areas where students need assistance.
- Conducts study groups, and learning activities related to the social, emotional health of AOA students.
- Is a member or at least one Community Advisory Group
- Other duties as assigned by the Principal

## **EDUCATIONAL AIDE**

### **JOB DESCRIPTION**

(Subject to amendment by the AOA Board)

### **JOB REQUIREMENTS:**

Enrolled in a community college, college or university with a major in a content area taught at the campus.

Background check.

Ability to speak both English and Spanish.

Ability to communicate a clear vision and goals to multiple stakeholders and work collaboratively.

Ability to work well with students, staff and administration.

Ability to teach, encourage, motivate students to perform well.

Ability to teach study skills and information in their content area.

### **Education Required:**

Associates Degree

### **Experience Required:**

None

### **Certification Required:**

New Mexico Level III Educational Assistant Certification

**SUPERVISOR: Principal**

### **DUTIES AND RESPAOSIBILITIES**

- Assists Teachers in the education of all of our students.
- Substitutes for teachers in the absence of a teacher.
- Performs the duties of a Substitute Teacher in the absence of a Teacher.
- Uses the Curriculum Mapping Database and Software to monitor all students' performance and provide assistance based on the student's with the greatest academic needs.
- Monitors students to ensure students are on task, and working in a safe and orderly manner.
- Encourages students to improve their academic performance, attendance and citizenship.
- Works with students, individually and in small groups to reinforce material introduced by the Teacher and/or by the Edmentum and other computer based instruction.

- Works alongside and assists Teachers in the performance of their duties.
- Collects, prepares and arranges resource material.
- Maintains classroom records, conducts attendance checks, prepares reports, scores tests, scores student work and manages supplies and classroom equipment including tablet computers as needed.
- May be assigned to a student or small group of students for continuous supervision.
- Serve on at least one Community Advisory Group to work on improving every aspect of school operations and student academic performance
- Make recommendations to improve the AOA charter school model.
- Implement modifications for SPED students and document services provided.
- Serves as a model in developing student's language and behavior.
- Monitors testing or make-up work by students. This does not include state testing required to be administered by a certified teacher.
- Monitors student activities in classrooms, school grounds, hallways, lunchrooms, field trips, bus loading areas, etc.
- Periodically checks bathrooms to insure they are in proper order.
- Provides support for non-instructional classroom duties such as monitoring snacks, restrooms, etc.
- Performs other duties as assigned by the Teacher
- Meet with parents and students to improve student academic performance.
- Attend Parent Nights and Open Houses.
- Serve on at least one Community Advisory Group to work on improving every aspect of school operations and student academic performance.
- Collaborates with other Tutors to coordinate the performance of their duties.
- Is a member or at least one Community Advisory Group
- Other duties as assigned by the Principal



## **CLERK**

### **JOB DESCRIPTION**

(Subject to amendment by the AOA Board)

### **JOB REQUIREMENTS:**

Be at least 18 years of age; and  
Hold a high school diploma or equivalent (GED).  
Ability to speak Spanish is helpful.  
Ability to speak English.  
Background check.

### **Education Required:**

G.E.D. or High School Diploma  
Completed at least one semester of a Community College, College or University with a grade point average of 3.0 or better.

### **Experience Required:**

None

### **Certification Required:**

None

### **SUPERVISOR: Principal**

### **JOB SUMMARY**

- Assists the Office Manager in performing the financial and clerical functions of the charter school including all financial reporting, budgeting and forecasting, planning, personnel record keeping, and insurance administration.
- Performs responsible, sometimes confidential duties and routine administrative functions.
- Types and proofreads reports, correspondence, forms, etc.; may type confidential materials; may use word processing equipment.
- Answers the telephone, takes and relays messages and responds to phone inquiries in a pleasant and professional manner.
- Greets and assists parents, and other guests of the campus in a pleasant and professional manner

- Makes and confirms appointments as directed and receives and schedules visitors.
- Organizes and maintains files of records and correspondence of both a routine and confidential nature according to the directions, guidelines and procedures established by the Business Manager.
- Performs other duties as assigned by the Office Manager.
- Substitutes as a Tutor in his/her absence
- Assist in taking and reporting attendance
- Is a member or at least one Community Advisory Group
- Assists in community activities to increase enrollment
- This position does not have any supervisory duties.
- Is a member or at least one Community Advisory Group
- Other duties as assigned by the Principal

# Optional Appendix E



## APPENDIX E:

Items included in Appendix B are not duplicated in this appendix.

### Governing Body Personnel Policies

#### Equal Opportunity Employer

Academic Opportunities Academy is an equal opportunity employer.

Academic Opportunities Academy will ensure equal treatment in all areas of personnel management, including hiring, promotion, training, layoff, or termination.

Academic Opportunities Academy welcomes applications from people with disabilities, and will fully comply with the Americans with Disability Act (ADA) of 1990.

#### General Employment Practices

Academic Opportunities Academy employees are considered “at will” which means that either the employee or Academic Opportunities Academy can terminate the employment relationship with or without cause. Academic Opportunities Academy will only terminate employees with cause or due to budget limitations in accordance with all due process procedures.

All candidates will be required to get fingerprinted and undergo a background check before they are formally employed by Academic Opportunities Academy. Classroom teachers, special education teachers, and ancillary service providers will be required to present their teaching certifications and provide any other information required to prove that they meet qualifications for the job.

Academic Opportunities Academy will have Community Advisory Groups and a Campus Improvement Team to collaborate and work in professional learning teams with a focus on ensuring students’ needs are met and student success.

Academic Opportunities Academy will follow the guidelines provided in the New Mexico Legislature Handout which its link is provided below.

<http://www.nmlegis.gov/lcs/handouts/LCSS%20092414%20Item%204%20Charter%20School%20Governance%20Models.pdf>

# Required Appendix F

## ACADEMIC OPPORTUNITIES ACADEMY DISCIPLINE PLAN

### General Principles

Academic Opportunities Academy seeks to minimize discipline problems through a positive pro-active approach that is kind, caring, nurturing and that builds the moral character of each student so that discipline of a student is rarely necessary.

The primary goal of the discipline policy of Academic Opportunities Academy is to provide clear expectations and limitations for students in order to provide a safe, nurturing, affirmative, academically challenging environment that promotes learning and positive personal growth so students can grow and develop both academically and socially. Disciplinary measures will be aimed toward assisting each student in the development of self-control, social responsibility, and the acceptance of appropriate consequences for his or her actions. Therefore the school will maintain an environment which is free of harassment, bullying, violence, abuse, and discrimination. Establishing and maintaining school safety can be accomplished by shared sense of ownership by students, staff, parents, and the community partners.

Academic Opportunities Academy recognizes that self-discipline is both a learned behavior and a prerequisite for effective learning. Academic Opportunities Academy will strive to maintain a challenging, positive educational environment which is conducive to students achieving success and developing self-discipline. Academic Opportunities Academy's commitment to learning and the development of responsible and ethical citizens in our society requires the maintenance of a positive, stimulating, and safe school environment where mutual respect is the underlying principle and rules are publicized, explained, and enforced. Standards of student conduct derive from the goals of respect for self, for property, and for others. The enforcement of Academic Opportunities Academy rules and State laws will promote the development of student maturity and self-discipline essential for academic achievement, personal integrity, and responsible citizenship. These rules and regulations will be enforced fairly uniformly and consistently without regard to age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. The school's code of conduct will emphasize respect for self and others. Student expectations and consequences for infractions are clearly explained in student handbook (see Appendix B). Student handbook will be distributed to each student at the beginning of the school year and students will be asked to return a signed copy of acknowledgement of receipt and understanding form.

### Our Discipline Plan

When parents/guardians enroll a student, AOA will conduct a meeting with the parents/guardians and the student to clearly present our charter school plan including discipline. We seek to guide students to be moral, ethical citizens in a kind, caring, and nurturing manner. When an incident occurs we will investigate to determine the facts and what should be done to guide the student to better behavior in the future. We seek parental cooperation in this guidance.

We seek to teach respect, dignity, conflict resolution, social skills, character development and other related skills in order to prevent discipline problems. Part of this instruction will include how our charter school model works, our rules, and policies.

Our Teachers and Educational Aides will work to maintain a safe and orderly learning environment for every student. They will deal with and kindly redirect undesired student behaviors when they occur. In



our experiences as educators we have found that gentle discipline that is sometimes almost imperceptible to the student works best.

Our school will be designed so there are no hidden areas where bullying and other problems can take place in secrecy. Our classrooms will have tempered glass windows large enough to be able to monitor the entire classroom. Hallways will be minimized to the extent possible. Our school design will minimize some of the problems that occur in other schools by always having all our students in our view except when they are in the restrooms.

Our Social Worker(s) will be working with all our students on an ongoing basis to solve the problems our students face. In most public schools a student must seek to see the counselor. Our Social Worker(s) will meet periodically with all our students to assist with the needs of all our students. Our Social Worker(s) will work to solve the root causes of a student's discipline problems and work to develop the character, morals, and ethics so problems occur much less frequently. Our social workers will work with our parents/guardians to guide our students to the behaviors we and our society desires.

The Principal will be involved in serious offences where crimes have occurred. Parents/guardians will be contacted and a conference will take place with the Social Worker(s), Principal, parents and guardians.

If needed students having difficulty with behavior can be placed into one of our classrooms rather than in the Main Academic Area or other classrooms. This student will be under the constant monitoring and supervision by one or more of our Tutors and/or Teachers.

Discipline of students who qualify under IDEA will be addressed in accordance with applicable federal and state law and regulations. The discipline procedures for these students follow the requirements of 20 USC 1415 (k) (1) and (7), CFR 300.530.

#### Developing the Discipline Plan

Our Community Advisory Groups will develop and revise our discipline plan each time an incident warrants a review, and periodically to create an effective plan. Staff, students, and their families will help to determine these expectations and the appropriate response to both appropriately and inappropriately following the agreed upon expectations. It is Academic Opportunities Academy belief, like any other subject taught, school staff must find opportunities to teach expected behaviors and re-teach if necessary.

The Community Advisory Group (CAG) will be tasked with developing community acceptable rules and consequences. Before school opens each year, the current discipline policy will be provided to all parents and discussed during a CAG meeting, to which all parents are always invited. This discussion will be videotaped and provided to all parents through the school's website.

The school will have a segregated space that can be used for alternative educational placements. Students placed here will receive instruction and tutoring that is equal to services provided to all other students, but they will be restricted from the majority of their social interactions with the other students. A plan will be developed designed to teach these students how to behave appropriately in the regular setting and reward them for progress towards that end.

# Required Appendix G

## **ACADEMIC OPPORTUNITIES ACADEMY CONFLICT OF INTEREST POLICY**

### **I. PURPOSE**

Academic Opportunities Academy (“AOA”) is a New Mexico public charter school. As public entity regulated by state and federal finance laws AOA and its governing body (“Governing Council”) must maintain the public’s trust and to do so it must be open to scrutiny and accountability to such governmental authorities as well as to members of the public.

Consequently, there exists between AOA’s Governing Council and the public, a fiduciary duty, which carries with it a broad and unbending duty of loyalty and fidelity. The Governing Council has the responsibility of administering the affairs of AOA honestly and prudently, and of exercising their best care, skill, and judgment for the sole benefit of AOA. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not use their positions with AOA or knowledge gained from there for their personal benefit. The interests of the organization must be the first priority in all decisions and actions.

### **II. PERSONS CONCERNED**

This statement is directed not only to Governing Council members and officers, but to all employees of AOA.

### **III. AREAS IN WHICH CONFLICT MAY ARISE**

Conflicts of interest may arise in the relations of Governing Council member, officers, and management employees or other employees with any of the following third parties:

1. Persons and firms supplying goods and services to AOA.
2. Persons and firms from whom AOA leases property and equipment.
3. Competing or affinity organizations.
4. Donors and others supporting AOA.
5. Agencies, organizations and associations which affect the operations of AOA.
6. Family members, friends and other employees.

### **IV. NATURE OF CONFLICTING INTEREST**

A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned in Section III. Such an interest might arise through:

1. Owning stock or holding debt or other proprietary interests in any third party dealing with AOA.
2. Holding office, serving on the board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with AOA.
3. Receiving remuneration of services with respect to individual transactions involving AOA.
4. Using AOA’s time, personnel, equipment, supplies, or good will for other than for AOA approved activities, programs, and purposes.



5. Receiving personal gifts or loans from third parties dealing or competing with AOA. Receipt of any gift is disapproved except gifts of a value less than \$50, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

## **V. INTERPRETATION OF THIS STATEMENT OF POLICY**

The areas of conflicting interest listed in Section 3, and the relations in those areas which may rise to conflict, as listed in Section IV, are not exhaustive. Conflicts might arise in other areas or through other relations. It is assumed that the directors, officers, management employees and other employees will recognize such areas and relation by analogy.

The fact that one of the interests described in Section IV exists does not necessarily mean that a conflict exists, or that the conflict, if it exists, is material enough to be of practical importance, or if material, that upon full disclosure of all relevant facts and circumstances it is necessarily adverse to the interests of AOA.

However, it is the policy of the Governing Council that the existence of any of the interests described in Section IV shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the Governing Council, its officers, management, employees and other employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

## **VI. DISCLOSURE POLICY AND PROCEDURE**

Transactions with parties with whom an actual conflicting interest exists may be undertaken only if all of the following are observed:

1. The conflicting interest is fully disclosed during a public meeting;
2. The person with the conflict of interest is excluded from the discussion and approval of such transaction;
3. A competitive bid or comparable valuation exists; and
4. The Governing Council, in a duly noticed public meeting in compliance with the Open Meetings Act, has determined that the transaction is in the best interest of the organization.

Disclosure in the organization should be made to the President of the Governing Council or if she or he is the one with the conflict, then to the Vice President, who shall bring the matter to the attention of the entire Governing Council during a public meeting. Disclosure involving employees should be made to the Principal/Head Administrator or President of the Governing Council if it is the Principal/Head Administrator with a conflict. The Principal/Head Administrator shall advise the Governing Council of any actual conflict of interest of an employee. The Governing Council shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair, and reasonable to AOA. The decision of the Governing Council on these matters will rest in their sole discretion, and their concern must be the welfare of AOA and the advancement of its purpose.

**ACADEMIC OPPORTUNITIES ACADEMY CONFLICT OF INTEREST  
DISCLOSURE STATEMENT**

Preliminary note: In order to be more comprehensive, this statement of disclosure/questionnaire also requires you to provide information with respect to certain parties that are related to you. These persons are terms “affiliated persons” and include the following:

- a. your spouse, domestic partner, child, mother, mother-in-law, father, father-in-law, brother, brother-in-law, sister or sister-in-law;
- b. any corporation or organization of which you are a board member, an officer, a partner, participate in management or are employed by, or are, directly or indirectly, a debt holder or the beneficial owner of any class of equity securities; and
- c. any trust or other estate in which you have a substantial beneficial interest or as to which you serve as a trustee or in a similar capacity.

1. NAME OF EMPLOYEE OR GOVERNING COUNCIL MEMBER:

\_\_\_\_\_  
(Please print)

2. CAPACITY:                      \_\_\_\_\_ Governing Council Member  
   \_\_\_\_\_ Governing Council Committee Member  
   \_\_\_\_\_ Principal/Head Administrator  
   \_\_\_\_\_ Business Manager  
   \_\_\_\_\_ Staff (position): \_\_\_\_\_

3. Have you or any of your affiliated persons provided services or property to SIATECH in the past year?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

If yes, please describe the nature of the services or property and if an affiliated person is involved, the identity of the affiliated persons and your relationship with that person:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Please indicate whether you or any of your affiliated persons had any direct or indirect interest in any business transaction(s) in the past year to which AOA was or is a party? (e.g. vendor contracts, equipment leases, etc.)

\_\_\_\_\_ YES

\_\_\_\_\_ NO

If yes, describe the transaction(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

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5. In the past year, did you or any of your affiliated persons receive, or become entitled to receive, directly or indirectly, any personal benefits from AOA or as a result of your relationship with AOA, that in the aggregate could be valued in excess of \$1,000, that were not or will not be compensation directly related to your duties to AOA?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

If yes, please describe the benefit(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

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6. Are you or any of your affiliated persons a party to or have an interest in any pending legal proceedings involving AOA?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

If yes, please describe the proceeding(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

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7. Are you aware of any other events, transactions, arrangements, or other situations that have occurred or may occur in the future that you believe should be examined by AOA Governing Council in accordance with the terms and intent of AOA's Conflict of Interest Policy?

\_\_\_\_\_ YES

\_\_\_\_\_ NO



If yes, please describe the situation(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

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I HEREBY CONFIRM that I have read and understand AOA's Conflict of Interest Policy and that my responses to the above questions are complete and correct to the best of my information and belief. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with this policy, I will notify the President of the Governing Council or his/her designee immediately.

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Signature

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Date

## **ARTICLE XIX**

### **Conflict of Interest Policy**

#### **Purpose**

The purpose of the conflict of interest policy is to protect this tax-exempt organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

## **ARTICLE XX**

### **Definitions**

#### **1. Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

#### **2. Financial Interest**

**A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:**

- a. An ownership of investment interest in any entity with which the Organization has a transaction or arrangement,**
  - b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or,**
  - c. A potential ownership of investment interest in, or compensation arrangement with any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest.**
- Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.**

## **ARTICLE XXI**



## **Procedures**

### **1. Duty to Disclose**

**In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.**

### **2. Determining Whether a Conflict of Interest Exists**

**After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.**

### **3. Procedures for Addressing the Conflict of Interest**

**a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.**

- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.**
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.**
- d. If a more advantageous transaction or arrangement is not reasonable possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.**

#### **4. Violations of the Conflicts of Interest Policy**

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it**

- shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board of committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.
- c. If the action of a director causes serious and irreparable harm to Academic Opportunities Academy where there is no remedy or corrective action that can be taken the board member can be asked to resign. If the board member chooses not to resign, the two other directors must vote unanimously for removal of the other board member from office.



## **Duty of Loyalty**

- Board directors must never use their position, or the charter school's assets, or information obtained as a board member for personal gain for themselves or for any member of their family.

- To exercise the duty of loyalty, board members must:

1. Avoid conflict of interest.
2. Comply with the provisions of the school's charter.
3. Comply with all Federal, Texas, New Mexico and local laws.
4. Demonstrate public support for board decisions.
5. Be willing to ask probing questions on behalf of school.

## **Duty of Obedience**

- Requires that when board members make decisions they do so in accordance with:

1. Federal, state statutes.
2. The school's charter.
3. The school's governing documents: by-laws and articles of incorporation.
4. Board adopted policies and procedures.
5. The internal policies and procedures of the administration.

# Optional Appendix H

## Appendix H

Academic Opportunities Academy has no current or proposed contracts or agreements with any partners or contractors.

Academic Opportunities Academy will not enter into any contract or agreement with any other entity, organization, or contractors until we have obtained a charter.



# Required Appendix I

**State of New Mexico  
Public School Facilities Authority**



Robert A. Gorrell, Director  
Rocky Kearney, Deputy Director

**Santa Fe Office**  
410 Don Gaspar  
Santa Fe, NM 87501  
(505) 988-5989  
(505) 988-5933

**Albuquerque Field Office**  
1312 Basehart Road, SE  
Suite 200  
Albuquerque, NM 87106  
(505) 843-6272  
(505) 843-9681 (Fax)

Website: [www.nmpsfa.org](http://www.nmpsfa.org)

February 25, 2015

Mr. Mark Casavantes, M.Ed.  
Academic Opportunities Academy  
817 East Missouri Avenue, Suite B  
El Paso, Texas, 79902

Dear Mr. Casavantes:

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/Ed Spec) for the proposed Academic Opportunities Academy Charter School. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it meets state-wide adequacy (NMAC 6.27.30) and accommodates your educational program and method of instruction. Based upon our review, PSFA is pleased to announce that the Plan meets our requirements. In accordance with House Bill 283 (HB283), your next step is to include your plan along with this letter in your charter school application to the New Mexico Public Education Commission (PEC).

Through our review of the FMP/Ed Spec, PSFA understands the following:

- You are seeking to locate a school in Deming, NM.
- You plan to locate the school in a 27,380 SF building located at 8<sup>th</sup> and Florida Street in Deming.
- Your proposed site is currently vacant but if PEC approves your charter school, you plan to enter into a build to suit lease. You also plan to lease the land with the potential to purchase.
- You plan to have a cap of 400 students consisting in grades 6<sup>th</sup>-8<sup>th</sup>. The plan calls for opening with 200 students with the additional 200 students enrolling in the school within five years.
- Your educational program/philosophy is based on Mastery Learning, Constructivism, and Progressive Learning with instruction in both English and Spanish.
- You have reviewed our adequacy standards, planning guide and HB 283.
- The plan's space summary indicates that the school will contain approximately 15 classrooms, including a main academic space, pullout classrooms, dance/PE classroom, science classroom, art classroom, and music classroom. The sizes of the academic, pullout, specialty, and science rooms all comply with the PSFA adequacy standards.
- You will enter into a local contract for food service and students will eat in the main academic space. You do not require a preparation kitchen.
- You will have an area for a nurse in your facility.
- You intend to deliver library/media arts education via e-books and on-line resources and do not require a library or media arts space.

- This approval letter acknowledges that some of your proposed spaces appear to be under adequacy (physical education/media arts). However, PSFA allows charter schools to waive compliance with adequacy for these spaces based on programmatic need.

Prior to moving into the potential facility, PSFA will need to assess your building to ensure that it meets e-occupancy and code. Please contact our office before you are ready to occupy the facility. If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review your potential facility. Since your building is in design and not yet constructed, PSFA is available to meet with you to discuss your plans at any time. You can reach us at (505) 843-6272.

Sincerely,

A handwritten signature in black ink, appearing to read 'John M. Valdez', with a stylized flourish at the end.

John M. Valdez, AICP  
Facility Master Planner

cc: Martica Casias, Planning and Design Manager  
Travis Coker, Regional Manager





## **State-Authorized Charter School Applicant Facilities Master Plan/Educational Specifications Checklist**

State-authorized charter school applicants are required to submit a facility master plan/educational specifications combination document to PSFA. This document must be prepared in the following format:

- ☐ Clear and concise
  - ☐ Clearly presented major ideas
  - ☐ Clearly labeled tabs
  - ☐ Contact information
- Academic Opportunities Academy**  
**Mark Casavantes M.Ed.**  
**817 East Missouri Avenue, Suite B**  
**El Paso, Texas 79902**  
**(915) 471-7104**  
**AOA1USA@gmail.com**

The document must include the following information:

### **CHARTER SCHOOL OVERVIEW**

- ☐ Indicate year of the application  
**2015**
- ☐ Include statement acknowledging review of:
  - Statewide Adequacy Standards NMAC 6.27.30
  - Charter-Alternative School Statewide Adequacy Standard Variance

**I, Mark Casavantes M.Ed., President/Principal of AOA acknowledges that I have reviewed the Statewide Adequacy Standards NMAC 6.27.30 and the Charter-Alternative School State Adequacy Standard Variance. I understand the scope and applicability of the standards, as well as the conditions for a standard variance.**

## **ACROYNMS/DEFINITIONS**

- ☐ Abbreviations, acronyms, and uncommon terms identified

<b>AOA -</b>	<b>Academic Opportunities Academy</b>
<b>NMAC -</b>	<b>New Mexico Administrative Code</b>
<b>TAKS -</b>	<b>Texas Assessment of Knowledge and Skills</b>
<b>Constructivism -</b>	<b>is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge.</b>
<b>Mastery Learning -</b>	<b>refers to the idea that teaching should organize learning through ordered steps. In order to move to the next step, students have to master the prerequisite step.</b>
<b>Progressive Learning -</b>	<b>Is a broad movement for educational reform in the twentieth century. Emphasis on learning by doing – hands on projects, expeditionary learning.</b>
<b>Six Sigma Management -</b>	<b>Is a system for quality management that strives for near perfection.</b>
<b>Total Quality Mgmt. -</b>	<b>Total Quality Management is a philosophy of management that provides an integrative approach to quality systems.</b>
<b>TQM -</b>	<b>Total Quality Management</b>
<b>ELA -</b>	<b>English Language Arts</b>
<b>SLA -</b>	<b>Spanish Language Arts</b>
<b>ELL -</b>	<b>English Language Learner</b>
<b>DLENM -</b>	<b>Dual Language Education of New Mexico</b>

## 1. GOALS / MISSION

### 1.1 Goals

#### 1.1.1 Mission

- ☐ Describe the desired state of school's educational programs

#### **AOA's Vision**

**AOA envisions a small-school, self-paced, student-centered, and multi-grade educational experience that employs a blended curriculum focusing on state and national standards with innovative tutorial and after school supports. AOA's vision will eventually integrate an evidence-based and proven dual-language curriculum, along with the use of technology in all levels of instruction to prepare students for a 21st Century workforce based in science, technology, engineering, fine arts, and math (STEAM). This will include business, entrepreneurial and financial literacy, as well as support for employment skills, vocational enhancements, including real-world and real life knowledge and skills that will inspire students, parents and the community to advance individually and collectively.**

**AOA's campus will meet the educational needs of all classes of students and prepares its graduates for college and post-secondary opportunities which will enable students to succeed in the workplace and earn a self-sustaining income for themselves and their families.**

#### **AOA's Mission**

**Academic Opportunities Academy's mission is committed to student success through academic achievement, civic engagement and experiential learning.**

**AOA's mission prepares students for the real world and real life challenges through a blend of self-paced, individualized instruction focusing on core curriculum and enrichment activities.**

#### **AOA's Educational Goals**

**AOA will matriculate student's grade 6-8 and support their performance through an innovative, core curriculum and after school enrichment program that provides a foundation for learning and advancement to high school, college, and beyond.**

**Goal 1:**

**Prepare all students to excel at their current grade level and demonstrate mastery of the state educational requirements through skill-building in study, scholarship, and achievement.**

**Objective A:**

**50% of our students will achieve the proficient level in the core curriculum by the end of their 180<sup>th</sup> day of attendance.**

**Objective B:**

**85% of our students will achieve the proficient level in the core curriculum by the end of their 360<sup>th</sup> day of attendance.**

**Objective C:**

**97.5% of our students will achieve the proficient level in the core curriculum by the end of their 540<sup>th</sup> day of attendance.**

**Goal 2:**

**Prepare all students for the rigors of high school, college, post-secondary education, the military and/or the world of work.**

**Objective A: To Be Determined**

**Objective B: To Be Determined**

**Objective C: To Be Determined**

**Goal 3:**

**Prepare students for real life and real world experiences through capacity-building to be self-sustaining for themselves and their families.**

**Objective A: To Be Determined**

**Objective B: To Be Determined**

**Objective C: To Be Determined**

**Goal 4:**

**Prepare all students to be excellent citizens that contribute to society and to making the world a better place for everyone to live.**

**Objective A: To Be Determined**

**Objective B: To Be Determined**

**Objective C: To Be Determined**



### 1.1.2 Describe the general educational philosophy

**Academic Opportunities Academy's proposed philosophy of education is developed around solving the many problems our students will face. We strongly believe that part of the mission of any education is to really prepare our students to be able to earn a self-sustaining income for themselves and their families upon graduation. A self-sustaining income has been determined to be double of the poverty rate established by the federal government according to some states. We believe that every student needs an education in character to become an outstanding citizen able to interact with all they come in contact with in a positive and productive manner. We believe that every student must learn the skills needed in life to start, live and enjoy a long productive life and healthy life. These skills are sometimes taught by parents, but often they are not. We have called these skills Real World/Real Life.**

**Other issues that we believe need to be solved relate to the outdated education system that has not progressed to adapt to the changes of our world. Education is not individualized. Students are in a mass production model that is no longer working. Academic Opportunities Academy will individualize every student's education through the use of our Curriculum Mapping Database and Software system. Students will be given a choice of acceptable activities to learn from based on their current status in the learning continuum. Students will not have to sit in classes listening to content they have already mastered. We seek to eliminate as many of the time wasters that exist in the current educational model to improve teaching and learning for all our students. This alone will increase our student's educational performance significantly.**

**When a student fails a grade level they are placed at the beginning of their grade level to start over wasting a significant amount of time. We propose to find out what the student knows and does not know and to work where the student left off, as a result the student will be much further ahead.**

**AOA will integrate the values of integrity, teamwork, innovation, and continuous improvement in all of its endeavors by providing dedicated service to ensure the success of each student in a safe and bully free environment. Additionally, AOA is grounded in the concept of a democratized education that is accessible to the most underserved families who are in low-economic situations, recent immigrants, as well as disadvantaged children who are physically challenged, displaced children in foster care and/or in homeless situations.**

**As part of AOA's curriculum, we will help students to become life-long learners who are in control of their personal educational journeys, ensuring their success in school**

and later in life. AOA uses a curriculum that is based on several philosophies of thought that allow students to succeed both academically and socially. Education does not have the luxury of a single philosophy that is adequate for the development of a comprehensive methodology that meets the need of all students. AOA's educators have learned from their collective years in the classroom and educational administration, that the best practice is to apply the ideas and working philosophies of the most progressive and pragmatic thinkers from several traditions.

The major schools of thought that have influenced AOA's educational plan and philosophy are: Mastery Learning, Constructivism, and Progressive Learning. These concepts are explained in further examples of how they can be applied:

**Mastery Learning:** Learning for mastery or mastery learning, are terms coined by Benjamin Bloom in 1969 and 1971 respectively. As refined by J.H. Block and Thomas R. Guskey, mastery learning focused less on specific content, but rather is a description of the process of mastering particular learning objectives. The material that will be taught to master is broken down in to small discrete lessons that follow a logical progression. In order to demonstrate mastery over each lesson, students must be able to overtly show evidence of understanding of the material before moving to the next lesson.

A typical scenario of mastery instruction at AOA would involve a classroom teacher who begins by presenting a concept to their class. An assessment is then given to determine which students have mastered the topic and which students need further individual instruction. The students who have mastered the concept begin enrichment activities that heighten their knowledge of that concept, while the students needing further instruction are given individual instruction, assignments, and activities to allow them to master the topic before moving on. This school of thought allows for all students to master a particular topic without feeling the need to compete against their classmates. The emphasis promotes the unique learning for each student and each student learns how to compete and individually develops a desire to master concepts.

**Constructivism:** "Knowledge is actively constructed by the learner, not passively received from the environment." This quote embodies the concept of Constructivism which is based on the theory that the learner is a self-motivated and curious individual who is able to form his or her own understanding and knowledge of a topic through active techniques, such as experiments, observations, and real-time problem solving.

John Dewey and Maria Montessori's work in education are examples of this school of thought. Dewey emphasized an active intellectual learning environment and Montessori emphasized the freedom in such an environment that was prepared with

materials designed for their self-directed learning activity. In both cases the learner is self-directed, creative, and innovative. AOA values the nexus points of Constructivism of learning, experience, and adaptability and embraces the treatise by Martin Dougiamas, “...coming to know [a concept] is a process of dynamic adaptation towards viable interpretations of experience.” Dougiamas is an educator whose work has made a significant impact of implementation models of teaching and online learning.

**Progressive Education:** This belief proposes that education is based on the principal that humans are social animals who learn best in real-life activities with other people. The work of Jean Piaget and Jerome Bruner, two learning theorists, demonstrate this school of thought. Piaget is known for his taxonomy of development through the four progressive life stages which helps educators present age-appropriate concepts. These stages include:

- |                               |                         |
|-------------------------------|-------------------------|
| a. Sensorimotor Stage         | Birth to age 2          |
| b. Preoperational Stage       | 2 to age 7              |
| c. Concrete Operational Stage | 7 to age 11             |
| d. Formal Operational Stage   | 11 to age 16 and onward |

Brunner argued that any subject can be taught in some intellectually honest form to any child at any stage of development. This notion was an underpinning for his concept of the spiral curriculum which posited the idea that a curriculum should revisit basic ideas, building on them until the student had grasped the full formal concept.

Elements common in progressive education programs that AOA will use are: hands-on projects and experiential learning, integrated curriculum units or thematic units, problem-solving and critical thinking, cooperative learning projects, community service and service learning projects, the use of varied learning resources, and an emphasis on life-long learning and social skills. This model allows for individual interests to be built upon while still implementing learning objective relative to the student’s grade level.

By implementing these different models, AOA will provide diverse learning opportunities for all students that encourage individual motivation and interest in all subjects. These models take into consideration various backgrounds and styles of learning, which will be relevant to the diverse population that AOA will be serving. Students will be engaged in critical thinking skills and experiential learning opportunities that will allow them to reach their full academic potential.

**Continuous Improvement:** AOA plans to apply a continuous improvement model to grades 6-8 education, based on two quality management systems borrowed from the

corporate sector: The Six Sigma management system for quality that strives for near perfection and the Total Quality Management philosophy that provides an integrative approach to quality systems. Similar to these philosophies, AOA believes that an organization will grow more efficiently by employing a self-awareness model of regulation and administration, rather than a top-down method of control. AOA's integrative application of these philosophies will begin with diagnostic assessment and the development of a personalized learning prescription for each student. Lessons and learning activities will be assigned that directly address the goals included in the prescription, and mastery of these goals will be measured using an ongoing assessment program that will be used to determine when to move a student on the next objective within a subject being studied.

**Tiered Instruction:** AOA will implement a differentiation strategy called Tiered Instruction, whereby, every student will be diagnosed for learning gaps, provided with a learning prescription, and offered a series of learning activities that both meet his/her needs and challenge them to excel. For each lesson, we will create a series of learning activities for every level of ability and current achievement. Over time, these learning activities will be modified in multiple ways to provide a significant curricular depth in our database of such activities. In most schools, instruction is planned and implemented on the macro level, based on entire classes, grade levels, campuses or even districts. However, learning is essentially an individual experience; students actually learn at varying speeds, and learn most efficiently by using a variety of different instructional modalities. In other words, one size does not fit all when it comes to education. This applies the need for a rich, varied, and individualized instructional model that allows students to choose appropriate learning activities and encourages them to progress through those activities at an efficient and individualized progress rate.

**Informing Curriculum through Evidence-Based Research:** Schools often develop curricula that are based solely on state standards rather than using standards to frame an educational learning experience that is customized and applicable to each student. AOA seeks to offer additional approaches that utilize key areas of learning that are evidence-based and have proven success. AOA's blended philosophies of Mastery Learning, Constructivism, and Progressive Education have been implemented in numerous academies and have proven success. The BASIS School in Tucson, Arizona, is an example of a successful program which bases its program on Mastery Learning. BASIS uses an accelerated curriculum that allows students to master the concepts and then assist those students struggling with them. This builds peer-to-peer relationships and allows responsibility to be transferred to the student. This facilitated learning and success among the entire student population. BASIS also uses both Constructivism and Progressive Education. By transferring responsibility to the students for their assignments and assisting peers, the concepts are reinforced in a hands-on teaching style approach. Students who are able to teach concepts to



other peers have truly mastered knowledge of the concepts.

Using the mastery approach – evaluated through performance assessments – allows both students and teachers to be involved in conversations that focus on building the students' capacity to be involved in learning activities that are relevant to the students' future academic goals. These assigned activities require that students are treated as individuals, and those teachers must know their students well enough to personalize the teaching approach within the classroom. A mastery approach, along with partnership learning, will be critical to the students' success in further grade levels.

Small Classroom, After School Dual Language Instruction: English Language Arts (ELA) and Spanish Language Arts (SLA) will be taught with the same rigor that is indicated in the Common Core Standards and the New Mexico Content Standards with Benchmarks and Performance Standards. This will be accomplished by creating a mirror approach to all units of study and learning activities in the two courses. This approach will provide appropriate services to our English Language Learners (ELL).

AOA's Dual-Language College Prep After School Program, is modeled closely after the Cien Aguas International School's Dual-Language Program. Having consulted with David Rogers of the Dual Language Education of New Mexico (DLENM) will be incorporating many of the aspects of the dual-language program that Cien Aguas models into our classes. Our goals are to eventually reach a 50/50 model in the classroom. ELA and SLA will include instruction in the specific areas of spelling, reading, reading comprehension, grammar, composition, research and study skills; higher order thinking skills, creative expression and penmanship. Each of these areas will be taught at the individual grade levels at AOA and will build on each other to provide a comprehensive and progressive learning experience. Much of the reading curriculum will be based off of the BASIS School's literature curriculum.

AOA plans to provide ELL students with dual-language instruction provided within small class size to best accommodate their cultural and language needs. These methods have proven success nationally and locally as demonstrated in the neighboring Alameda Corridor of Texas school district, Ysleta, with similar demographics whereby, 89% of its students being Hispanic and 74% economically disadvantaged. In 1994, the Ysleta School District implemented dual language programs and have experienced wide-spread success that their counterparts in a bilingual classroom. Seventy-five percent of fifth graders and 90.7% of 11<sup>th</sup> graders in a dual language program passed the Math Texas Assessment of Knowledge and Skills (TAKS) while only 60.3% of 5<sup>th</sup> graders and 49.5% of 11<sup>th</sup> graders who were transitional bilingual classes, passed the Math TAKS exams.

Similarly, 83.4% of 5<sup>th</sup> graders and 92.7% of 11<sup>th</sup> graders in a dual language program passed the Reading TAKS while only 81.1% of the 5<sup>th</sup> graders and 27.4% of the 11<sup>th</sup>

graders who were in a transitional bilingual program passed. Students who have participated in the dual language program in the Ysleta Independent School District have outperformed their peers in the early exit bilingual programs.

#### 1.1.3 Serving the community

- ☐ Describe the desired interaction with school's community

**Dr. Dan Lere invited Mark Casavantes to meet with Elizabeth Burr DOH, Community Health Promotion Specialist with the New Mexico Department of Health and fellow members of the Deming, New Mexico community to volunteer and help students.**

**Mark Casavantes has attended several of the meetings conducted by Ms. Elizabeth Burr DOH at the City Hall Building in Deming, New Mexico.**

**Mark Casavantes has spoken to a few of the Mayoral candidates and the Mayor of Deming, New Mexico Mr. Benny L. Jasso.**

**Mark Casavantes has attended board meetings of the Deming Public Schools and has had a few conversations with Dr. Dan Lere, Administrators, Board Members, Teachers, and members of the community.**

**Mark Casavantes has gone to the jail facility in Deming, New Mexico and met with various staff members who work in the jail facility about helping inmates with earning a G.E.D. as well as to mentor inmates. I have also corresponded with Mr. Matthew A. Elwell who is the Director of the Luna County Detention Facility.**

**Mark Casavantes meets with drop outs, graduates, and current students in Deming, New Mexico to discuss ideas about our charter school, problems these students face or have faced in school.**

**Mark Casavantes has conducted a few public meetings in Deming, including a meeting at the Luna County Republican Party Headquarters.**

**Mark Casavantes has met with the Libertarian Party of New Mexico in Albuquerque on two occasions regarding our charter schools.**

**Academic Opportunities Academy ran radio ads on both of the Deming radio stations (KOTS and KDEM) and the Deming Headlight newspaper. Mark Casavantes received a variety of phone calls and e-mails from members of the Deming community. Our radio ads have been run in both English and Spanish.**

**Mark Casavantes has meet with many business owners in the Deming area**

regarding our proposed charter school.

Once Academic Opportunities Academy is awarded a charter in Deming, New Mexico, we intend to begin outreach, registration, open houses and similar activities to reach out to parents, guardians, and students of Deming. We hope to reach our enrollment capacity as soon as we can.

Academic Opportunities Academy will seek to assist the community in other ways such as evening and Saturday adult classes for G.E.D., work skills, parenting skills, financial literacy, seeking employment, and related activities.

## **1.2 Process**

### **1.2.1 Describe process for data gathering and analysis**

AOA has focused its efforts in the Deming community based on the following demographics and situational analysis:

Deming is the county seat and principal town in Luna County just 60 miles from Mexico. The population was 14,855 according to the 2010 census with 65% of the population identified as Hispanic or Latino. The population of school age children less than 18 years of age is 31%. The median income for a household in Deming was \$20,081, and the median income for a family was \$23,030. The per capita income for Deming was \$10,943. About 28.5% of families and 32.9% of the population were below the poverty line, including 47.4% of those under the age of 18 and 16.6% of those ages 65 or over. Additionally, about 94% of the students are classified as low income.

There are 11 schools in the Deming area with approximately 60% rated a C or below on the New Mexico School grade report.

Given the economic, ethnic, and poor school performance factors affecting this school community, AOA's President Mark Casavantes has been visiting community leaders, schools, parents, and businesses over the last three years in an effort to engage, assess, and plan for the needs of this community and has found very strong community support for an AOA charter school.

Along with the face-to-face meetings, AOA will run a series of radio ads on KDEM and KOTS in both English and Spanish, to further engage the community and host additional town meetings. AOA will also be placing ads in the Deming Headlight to apprise community members of our plans, locations and times of proposed community meetings. The following additional examples of key community members whom have supported AOA:

- Sun Country Realtors in Deming, New Mexico helped us locate our proposed charter school location at 8<sup>th</sup> and Florida. AOA is working with Mesilla Capital Investors from Las Cruces, New Mexico who will build to suit on this site. They have worked with the federal government and New Mexico state agencies on a variety of various projects.
- Mark Casavantes has met with members of the Deming Chamber of Commerce to present the ideas of our charter school and to obtain input from the business community.
- Mark Casavantes has met with Principals of every charter school in Las Cruces, New Mexico and all were willing to permit me to consult with me regarding our charter school start up and operation. We met with Las Montanas Charter High School, Alma d'arte Charter School, J. Paul Taylor Charter School, and La Academia Dolores Huerta Charter School. We discussed obtaining assistance in training an Office Manager and/or to hire their Office Manager as a consultant to assist us in our startup operations.
- Mark Casavantes has met with the Principals of every charter school in Anthony, New Mexico regarding obtaining assistance in training an Office Manager and/or to hire their Office Manager as a consultant to assist us in our startup operations. We have met with Mr. Armendariz of the Health Sciences Academy and Ms. Colleen Adolph of Anthony Charter School.
- Mark Casavantes has met and communicated by phone and e-mail with Mr. Carlos Hernandez of Quest Academy that is in the planning stages for a charter school in Truth or Consequences, New Mexico.
- Mark Casavantes and Wes Clarkson have met with Mr. Jack Long and Mr. Philip Skinner of Columbus Community School. We have discussed ideas and have provided information to them regarding our charter schools.
- Mark Casavantes has met with parents, students, teachers and administrators of Deming, Public Schools regarding our charter schools.
- Mark Casavantes has meet with several political office holders and political candidates in the Southern New Mexico area regarding our charter schools.
- Mark Casavantes has toured the Deming Luna Mimbres Museum on a few occasions and have spoken to the staff and left literature regarding our charter schools.
- Mark Casavantes has visited the Deming Public Library on a few occasions



and spoken to the staff as well as left literature.

- Parents have called Mark Casavantes, sent mail and e-mails desiring to enroll their students in our campus and to ask us about our proposed charter school. A few individuals have agreed to volunteer for us from Deming as well.

**Continuous Parent / Guardian and Community Involvement:** Specific to post application involvement and continued community engagement, AOA has developed an innovative approach to engaging and interacting with its school community. Through an innovative and signature tool, our Curriculum Mapping Database and Software, AOA will bring the classroom to the community.

The Curriculum Mapping Database and Software will aid in keeping parents and guardians as completely informed about their children's academic progress. The Curriculum Mapping Database and Software will be user-friendly with data. Parents can look at heat maps and graphs of their student's current performance and their improvement. A heat map will have rectangles representing every skill from the New Mexico Content Standards with Benchmarks and Performance Standards. Bright green will represent the best performance, yellow will represent mid-range performance, red will represent the lowest performance, and white will represent standards that have not yet been attempted. Parents or guardians who do not have computers will be able to view the data on a school computer, or get periodic reports mailed to their home. Graphs will also be available to represent progress over time in a variety of performance metrics. One metric we have been developing in Learning per Second which will measure how rapidly a student is learning, another metric we are working on is a retention metric which will measure how long a student retains information. Parents and guardians will have in close to real time data that communicates their child's performance in much greater detail than any grade book, progress report or report card.

**Parent / Guardian Nights:** AOA's school calendar has included several days for parent / guardian nights. AOA intends to showcase our student's successes, to encourage dialog regarding their children with our staff members, to inform parents /guardians as to news, information and developments of our school, and other items so that our parents / guardians are fully informed regarding their child's education.

**Campus Improvement Team:** This team will be a group of staff members, parents, guardians and students who volunteer to work on improving our campus. They will coordinate between our board, administration, and our Community Advisory Groups on projects, research and plans to improve our campus. Principals will have the authority to implement the ideas they believe will improve the campus.

**Community Advisory Groups:** AOA will require all of our staff to participate in our Community Advisory Groups. AOA strongly encourages all parents, guardians, students, community members, businesses, non-profits, and all others who wish to participate in our continuous improvement teams. AOA seeks to be a world class charter school and we intend to seek out new and innovative ideas in order to make continuous improvements. Every aspect of AOA operations will be reviewed periodically by our Community Advisory Groups. Our Community Advisory Groups will brainstorm, research, test, evaluate, refine, innovate, and improve every aspect of our charter school operations. These groups will report to the Campus Improvement Team.

**Volunteers:** AOA will encourage all our parents, guardians and community members to volunteer in areas where they can contribute to our campus and to our students. All volunteers will be required to have background checks before being able to have any contact with our students. All volunteers will need to receive training so that they can be as effective as possible and to ensure they are fully aware of all the laws, regulations, policy, and rules they need to comply with.

**Open Houses:** AOA will host an open house every Saturday until our enrollment reaches our enrollment capacity. We plan to market and advertise these open houses on billboards, radio, newspapers, fliers, business cards, and other means in both English and Spanish.

**Board Meetings:** AOA will conduct regular and emergency board meetings after school hours at our school campus to facilitate the attendance of all students, parents, guardians, staff, and community members who wish to attend.

The above mentioned pre-planning meetings for AOA's charter school application have been conducted from a community and grassroots approach, at the same time, supported by the community demographics and data that is currently available.

Additionally, our experiences in submitting the charter school applications in 2012 and 2014, and feedback from the New Mexico Education Commissioners, the New Mexico Public Education Department, Superintendents, Teachers, Parents, Students, Businesses, Politicians and community members we have modified our charter school application significantly to include only the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades as well as move many programs and ideas to our after school program rather than include them into our regular school program. We selected Deming, New Mexico as it is an area of very significant need of improvement in the education of the community.

### 1.2.2 Authority and facilities decision making

- ☐ Identify individual representing the school authorized as contact on issues and questions related to this submission

**Mark Casavantes M.Ed.**

- ☐ Identify process for capital planning and decision-making

**Academic Opportunities Academy has worked with our CPA, Mr. E. Craig Gibson of Gibson Ruddock Patterson LLC regarding our financial matters, capital planning and related decision-making. GRP LLC is a certified public accounting firm with two offices in El Paso, Texas. Our clients represent a wide range of industries, with a major emphasis in the governmental, nonprofit, pension, construction and real estate sectors. We provide our clients with a full spectrum of audit, tax, and accounting services, and work extensively in areas that need to address specific compliance issues.**

**Leadership, governance and decision-making are focused with the AOA Board (Mark Casavantes, Joaquin Moreno, and Joe Sandoval). Wes Clarkson and Ben Tice have been consulted regarding our facilities. Ms. Elena Liberatori is a consultant for Academic Opportunities Academy involved in non-profit organizational development, fundraising, grant writing with expertise in capital campaigns and startup organizations. She is an Adjunct Professor at New York University.**

**<http://www.scps.nyu.edu/content/scps/faculty/faculty-profile.html?id=12852&name=Ellen-Liberatori>**

**The Board of Directors along with parents and School representative Mark Casavantes have met over a three year period to identify the needs and parameters of the school.**

**Key members of our team include Mark Casavantes, Wes Clarkson, Ben Tice, Elena Liberatori, Martha Molina, Joaquin Moreno, Paco Wong, Joe Sandoval, Georgina Gonzalez, Ellen Casavantes, Rita Casavantes, Raquel Casavantes, Nancy Casavantes, Frances Moran, Daniel Medrano, Jenipher Rodriquez, Sarah Bottomley, Dr. Rene De La Vega, Dr. Jose Silva, Dr. Robert E. Henderson, Craig Gibson, Fred Espinoza, Barbara Hodgkins, Matthew Spencer, Salvadore Nunez, and others. We have five individuals who do not wish to be identified due to their current employment status, but have been involved with our Curriculum Mapping Database and Software. They are employed with a well-known company, Xerox, IBM, a university, and an owner of an online computer education company.**

**Mark Casavantes has been an Assistant Principal in the El Paso Independent School District, with Albuquerque Public Schools, and with Responsive Education Solutions. He was Principal of Summer School at Highland High School of the Albuquerque Public Schools. He was instrumental in opening**

**Premier High School in El Paso, Texas. He will share administrative duties with Mr. Ben Tice in Deming, New Mexico.**

**Wes Clarkson is a retired campus and central office administrator from the El Paso Independent School District. He has charter school experience in both New Mexico and in Texas. He is currently an Administrator with the Carlsbad Municipal Schools. Wes Clarkson serves as a consultant with Academic Opportunities Academy.**

**Ben Tice is a retired Superintendent of El Paso Academy East and West in El Paso, Texas. He has been working with Academic Opportunities Academy for close to a year now and will share administrative duties with Mark Casavantes in Deming, New Mexico.**

**Elena Liberatori has worked on both our Texas and New Mexico charter school applications for a few years now and has been involved in research and grant writing. She will continue in these capacities when our charter school is open in Deming, New Mexico.**

**Martha Molina is a Texas educator and business woman. She has been instrumental in the development of financial literacy, business development and related issues. She will serve as our Office Manager for our Texas charter school, but will assist us with our Deming, New Mexico campus as needed.**

**Joaquin Moreno is Vice President of Academic Opportunities Academy. His three children have been tutored at our El Paso location. Two of his sons will be attending Medical School. Joaquin is owner of Sunset Photography. He graduated with a Business Administration degree from the University of Texas at Austin. He also is quite proficient with web design, IT, programming and related services.**

**Paco Wong is General Manager of Paco Wong Chinese Restaurant in El Paso. He has an extensive business background.**

**Joe Sandoval is a very successful real estate investor and is an expert in business, construction, maintenance, real estate, and related work.**

**Georgina Gonzalez has been tutored at Academic Opportunities Academy and just graduated from El Paso Community College in Business.**

**Ellen Casavantes is a retired Army police woman who has a Master's Degree in Social Work and is practicing in Roswell, New Mexico. She has been instrumental in providing advice regarding social workers in our campus.**

**Rita Casavantes is an Industrial Engineer with Raytheon. She has been a consultant to the British, the Soviet Union and other countries. She also was an Industrial Engineer with Texas Instruments. She has extensive experience with manufacturing, and is an expert black belt in Six Sigma.**

**Raquel Casavantes is studying to be a Social Worker in the Denver area.**



**Nancy Casavantes is a retired Registered Nurse Anesthetist.**

**Frances Moran is our Real Estate Broker in El Paso and has been an excellent consultant with issues relating to real estate.**

**Daniel Medrano was a student with Academic Opportunities Academy. He is now studying Welding at El Paso Community College.**

**Jenipher Rodriquez was a student with Academic Opportunities Academy. She was instrumental in testing various software and educational products for us. She currently is a cook at Wing Stop.**

**Sarah Bottomley is a resident of Deming, New Mexico and is a retired educator. She has worked on a variety of projects for Academic Opportunities Academy. She is very proficient in mathematics and science.**

**Dr. Rene De La Vega is the property owner of our proposed site in Deming, New Mexico.**

**Dr. Jose Silva practices in El Paso and is very interested in the success of our charter schools.**

**Dr. Robert E. Henderson practices in El Paso and is also very interested in the success of our charter schools.**

**Craig Gibson is our CPA for Texas operations and is also very interested in the success of our charter schools.**

**Fred Espinosa has been involved in our advertising in Deming, Las Cruces and El Paso. He also is very interested in the success of our charter schools.**

**Barbara Hodgkins is our real estate agent in Deming, New Mexico and was instrumental in securing our site on the corner of 8<sup>th</sup> and Florida. She has been very interested in the success of our charter schools and has provided us excellent service and advice.**

**Matthew Spencer is our Edmentum representative. He has worked with us during the development of our charter applications, coordinating IT issues, facility needs to support their program and related work. Edmentum has reviewed our application and has provided information which has been included in our applications.**

**Salvador Nunez is the designer for our Deming, New Mexico charter school and will be involved with our El Paso, Texas charter school location.**

- ☐ **Identify how community input is considered**

**Academic Opportunities Academy is very willing to learn and obtain input from any reputable source.**

**In some of our meetings, before plans for our building were developed we verbally described our proposed facilities. When preliminary drawings were**

**developed they have been presented to the public and included in our previous Public School Facilities Authority submissions.**

- list members that attended planning meetings and their affiliation

**Rather than duplicate a lot of information already presented, please refer to sections 1.1.3 and 1.2.1 above. The AOA board, Joaquin Moreno, Mark Casavantes, Joe Sandoval, Paco Wong, Mr. Ben Tice, Elena Liberatori, Martha Molina and other members of the AOA team has also been involved in the facility planning meetings. Dr. Rene De La Vega from Las Cruces, New Mexico and Mr. Salvador Nunez of Spectrum Engineering has been involved in our design development.**

- Describe the nature of Steering committee involvement

- identify members of the steering committee

**The AOA board, Joaquin Moreno, Mark Casavantes, Joe Sandoval, Paco Wong, Mr. Ben Tice, Elena Liberatori, Martha Molina and other members of the AOA team has also been involved in the facility planning meetings. Dr. Rene De La Vega from Las Cruces, New Mexico and Mr. Salvador Nunez of Spectrum Engineering are the main members involved in our facilities design steering committee.**

## **2. PROJECTED CONDITIONS**

### **2.1 Programs and Delivery Methods**

#### **2.1.1 Programs overview**

- Provide overview of proposed educational programs and facilities (if applicable)

##### **Educational Plan**

**Academic Opportunities Academy seeks to solve many of the problems our prospective students will face. We anticipate that many of our prospective students will be behind in their academic performance, many will have limited English proficiency and that English is their second language, many of our students and their families are in poverty or near poverty, parents are not familiar with American schools and the requirements their children face, many of our students are at risk students who face the issues of gangs, peer pressure, teen pregnancy and other related problems.**

**We will offer an extended school day. This is an attempt to solve a few of the problems our students will face. It will allow students to catch up academically. It reduces the time our vulnerable students will be exposed to gangs, peer pressure, teen pregnancy and other related problems. Parents will be able to sign out their children at 4:00 pm, if**

the student is behind we will let the parents know this when they are signing out their children. We hope, over time, parents will keep their children in our extended day to catch up. Once a student has caught up academically they will be offered a variety of academically rich after school activities. We plan to offer a variety of academic team competitions, a STEAM program, a two-way dual-language program in both English and Spanish, robot competitions, various engineering and architecture related design competitions, design and building of hot rods, dance, music, art, drama, motivational speakers and career related guest speakers and other related activities.

Students who are behind will need to work on catching up academically. As a student progresses they will be given one day of our extended day enrichment activities in hopes the student will be further motivated to fully catch up. As other milestones are reached, the student will be able to increase their extended day enrichment activities to two, three, four and eventually five days.

We plan to avoid any Saturday school activities for our students except for competitions.

We will have a Main Academic Space where students will work on a variety of learning activities. We understand that is difficult for many students to do homework at home due to the lack of an acceptable working and study area at home. Many of our students have to assist in the operation of the home as caregivers to elderly grandparents or to care for younger children in the absence of their parents who are working outside of the home. Other students have other duties in the home such as cleaning, cooking and other housekeeping duties. Our students will do all the work they need to do academically during our extended school day and leave our campus with no additional academic duties or responsibilities.

Our students will all work individually on what they need to accomplish academically. No other student slows down any other student and each student does not slow anyone else down as well. This is a significant problem in the current educational model of almost all public, private and charter schools. Computer technology has advanced to the point that each student's education can be customized. We intend to do this with our Curriculum Mapping Database and Software which is a comprehensive gradebook that analyzes all of the New Mexico Content Standards with Benchmarks and Performance Standards a student should know and monitors the student's progress, based on learning styles and other factors will offer appropriate learning activities for the student to choose from. They students will accomplish these activities under the supervision, encouragement, guidance and tutorial assistance from our tutoring staff. Students will have the option to select to work individually or in small groups on their activities. Activities will vary based on the academic abilities of each student and will have a spectrum of supervision also based on the student's academic abilities. We intend to cultivate and nurture each student to become a better student able to read more critically and with greater comprehension, able to retain information better, and able to create products more and more independently. Our administrators, teachers, Instructional Aides, social workers, will have access to our student's academic performance in close to real time. Our parents and students will also have access to their academic performance as well. We believe that our students will learn what works

best for them based on their data as well as learn the impact on their academic performance based on a variety of their activities such as tardiness, absences, socializing, electronic devices etc...

Our very strong academic students who are able to study and learn independently will be given the freedom to learn from a New Mexico Content Standards with Benchmarks and Performance Standards based study guide. As long as the student performs at least slightly more than one academic school year and is on or above their grade level will be able to maintain working independently. Benchmark testing will be done approximately each month to monitor the student is maintain adequate progress.

If a student is not able to maintain the above standard they will be given a more and more structured environment as well as to be encouraged to become a more and more independent and successful learner.

Students who need some additional structure will use Study Island and self-study as they chose to insure their best academic performance. These students will be provided instruction on study skills, time management, and related instruction to improve their performance.

Students who need additional guidance will use Study Island with a more and more prescriptive learning plan.

Students who need additional guidance will use testing, study guides, reading lists and P.L.A.T.O. to accomplish their learning.

When students need more and more assistance they will be monitored by an Instructional Aide. Group sizes may vary from 10 to 2 students.

Students who need significant and constant supervision to be successful will have an Instructional Aide working with them on a constant basis.

Our teachers, social workers, and administrators will consult with each other to modify any student's learning program as needed to achieve student success for all our students. If needed lessons, activities, projects and other learning activities will be designed to accommodate the needs of each of our students.

Our teachers will offer pull out classes to assist our students who have demonstrated they are unable to learn independently. The classes will be formed from data obtained from our Curriculum Mapping Database and Software based on the needs of the campus and our scope and sequence. If no students are in need of pull out classes then our teachers will work with a group of students who are in need of catching up in a particular content area and are as close as possible in academic ability. The teachers will provide the guidance, learning activities, instruction, motivation and development of student skills to develop all our students to be successful. Once all students are on schedule academically teachers will assist our students on the campus individually or in small groups to obtain the highest academic success of all our students as possible.



- ☐ Identify and describe any potential shared/joint use facilities with public or private entities

**Academic Opportunities Academy will not share or have any joint use facilities with any other entity private or public.**

- ☐ Describe the school's proposed instructional program

**Academic Opportunities Academy's mission is committed to student success through academic achievement, civic engagement and experiential learning.**

**AOA's mission prepares students for the real world and real life challenges through a blend of self-paced, individualized instruction focusing on core curriculum and enrichment activities.**

- ☐ Describe the general instructional organization (grade levels, groups, academies)

**Academic Opportunities Academy will have a maximum capacity of 400 students in a multi-graded environment of grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.**

- ☐ Describe scheduling approach (periods, block schedule)

**Academic Opportunities Academy will have two areas of instruction, the Main Academic Space and Classrooms. Students will work, study, read, work on projects, practice, work on assignments individually and in small groups under the guidance of Instructional Aides, Teachers will pull-out students who need additional structured instruction to be successful into classrooms that surround the Main Academic Space.**

#### **AOA's Daily Structure and Protocol:**

**The building will open at 7:00 am.**

**Breakfast will be served from 7:00 am until 8:00 am.**

**Student assembly -Pledge to the United States and New Mexico flags, announcements, student awards and recognition from 8:00 am to 8:15 am.**

**Students will then receive their tablet or computer.**

**Begin of the academic day at 8:15. Students work in the main academic space, in "pull out" classrooms, or outside when weather permits in physical education classes.**

**Lunch/play begins at 12:00 noon.**

**Lunch/play ends at 1:00 pm.**

**Academic day resumes at 1:00 pm. Students work in the main academic space, in pull out classrooms, or outside when weather permits in physical education classes.**

**Students return their tablet computers at 4:00 pm.**

**Afternoon snack at 4:00 after their tablet computer has been turned in.**

**After School and Smart Village program begins at 4:00 pm**

**Parents can pick up students starting at 4:00 pm but are encouraged to let them**

participate in the Afterschool or Smart Village program.  
After School or Smart Village program ends at 6:00 pm.  
Building closes at 7:00 pm.  
The school day is the same Monday - Friday.

- ☐ List anticipated special curricular and extracurricular activities to be accommodated in the facility, if any

**Academic Opportunities Academy will seek to compete in academic and athletic competitions to the extent of our capacity and enrollment.**

**Academic Opportunities Academy will seek cooperative agreements with other public and private schools to offer academic and athletic competition opportunities for our students which we do not have the capacity to support.**

## **2.2 Proposed Enrollment**

### **2.2.1 Indicate proposed enrollment cap**

**400 students**

### **2.2.2 Describe any plans for phased enrollment**

- ☐ Provide a graph of projected enrollment cap, if incremental

**Academic Opportunities Academy will seek to reach our enrollment cap as soon as possible and practical.**

- ☐ Identify by grade level, the five-year post occupancy projection of attendance to be accommodated by any proposed facility

**Academic Opportunities Academy assumes that there will be approximately the same number of students in each grade level, but ultimately this will be decided on the students who enroll at our campus.**

### **2.2.4 Classroom loading policy**

- ☐ Identify anticipated class loading policy

**Individual classrooms will be limited to a maximum of 20 students.**

**Specialty classrooms will have a maximum capacity of 30 students.**

**Our Main Academic Space will accommodate 400 students, but we anticipate that the normal occupancy during the day will be closer to about 200 students.**

### 2.2.5 Classroom needs

- ☐ Identify anticipated classroom needs, including number of classrooms to accommodate the projected enrollment. Provide supporting analysis.

**Our Main Academic Space will accommodate our enrollment cap of 400 students, our Pullout Classrooms will accommodate 200 students, and our Specialty Classroom will accommodate 150 students. This provides significant flexibility to accommodate the needs of our students at any given time.**

- ☐ Itemize the quantity and sizes of other spaces required to accommodate the instructional program

				Total #	Area /	Total
	Qty	SF per Student	# of Students	of Students	Room Sq. Ft.	Sq. Ft.
Main Academic Space	1	32	400	400	12800	12800
Pullout Classrooms	10	32	20	200	640	6400
Dance / PE Classroom	1	32	30	30	960	960
Science Classroom	1	32	30	30	960	960
Science Storage	1				150	150
Art Classroom	1	32	30	30	960	960
Art Storage	1				150	150
STEM Classroom	1	32	30	30	960	960
STEM Storages	1				150	150
Music Classroom	1	32	30	30	960	960
Music Storage	1				150	150
Principal	1				150	150
Assistant Principal	1				150	150
Social Workers	2				150	300
Office Manager	1				150	150
Clerks	1				400	400
School Files	1				100	100
School Supply Storage	1				150	150
Custodial Closet	1				100	100
Lobby	1				200	200
Conference Room	1				200	200
Staff Restrooms	2				70	140
Public Restroom	1				70	70
Student Restrooms	2				300	600
Tablet Computer	1				70	70

Drinking Fountains 4

Connot Exceed Sq Ft 68800

### 2.3 Site and Facilities (if applicable)

### 2.3.1 Location/site

- ☐ Include Map(s) which identify the location of any existing and proposed facilities





- ☐ Provide an description of sites and facilities , existing or proposed  
**See above section 2.3.1**

2.3.4 Facility evaluation (If applicable)

- ☐ Provide a summary of the facility condition evaluation (FAD Executive Summary Report)

**Academic Opportunities Academy does not currently have a building to evaluate.**

- Has PSFA evaluated the proposed facility for code and adequacy? If so, summarize PSFA/Code analysis of any existing facilities that are proposed for future use and include in this section.

**No.**

### **3. PROPOSED FACILITY REQUIREMENTS (Ed Spec)**

#### **3.1 Facility Goals and Concepts**

3.1.1 What are the goals to be met by your school facility?

- ☐ Outline plan for being in a public building by 2015 in compliance with HB-283

**Academic Opportunities Academy has not entered into any agreements, nor will we until we have a charter. All lease agreements will comply with all applicable federal and New Mexico state laws and regulations including HB-283. Once we are awarded a charter Spectrum Engineering has informed us that they can design, have permitted, and complete construction in time for our school opening in the fall of 2016. A good portion of the design is underway already.**

3.1.2 Concepts

- ☐ Identify and describe major facility concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs

**Our facility design is an open design which facilitates supervision and monitoring to all areas of non-restroom space.**

**Our facility will have an electrical double lock system to reduce the likelihood of an unauthorized entry into our building where students will occupy.**

**Our classroom will have manually operated steel roll up doors to secure classrooms in the event of a lockdown to protect our students.**

**Our facility will use translucent panels which will permit natural lighting cheaper than glass block, but with good insulation properties to reduce electrical lighting loads and HVAC loads for both heating and cooling.**

## **3.2 Space Requirements**



### 3.2.1 Space summary

Provide a summary list of all individual space needs and sizes.

				Total #	Area /	Total
	Qty	SF per	# of	of	Room	
		Student	Students	Students	Sq. Ft.	Sq. Ft.
Main Academic Space	1	32	400	400	12800	12800
Pullout Classrooms	10	32	20	200	640	6400
Dance / PE Classroom	1	32	30	30	960	960
Science Classroom	1	32	30	30	960	960
Science Storage	1				150	150
Art Classroom	1	32	30	30	960	960
Art Storage	1				150	150
STEM Classroom	1	32	30	30	960	960
STEM Storages	1				150	150
Music Classroom	1	32	30	30	960	960
Music Storage	1				150	150
Principal	1				150	150
Assistant Principal	1				150	150
Social Workers	2				150	300
Office Manager	1				150	150
Clerks	1				400	400
School Files	1				100	100
School Supply Storage	1				150	150
Custodial Closet	1				100	100
Lobby	1				200	200
Conference Room	1				200	200
Staff Restrooms	2				70	140
Public Restroom	1				70	70
Student Restrooms	2				300	600
Tablet Computer						
Storage	1				70	70
Drinking Fountains	4					
Total Square Feet						27380
Connot Exceed Sq Ft						59,167

### 3.2.2 Describe site requirements

#### Spaces

- ☐ Provide a graphic diagram illustrating the relationship between the program areas

**See Section 5.3**

#### 4. CAPITAL PLAN

#### 5. MASTER PLAN SUPPORT MATERIAL

##### 5.1 Sites and Facilities Data Table (if applicable)

☐ Provide a table summarizing characteristics of site and facilities

- Name of facility

[Academic Opportunities Academy](#)

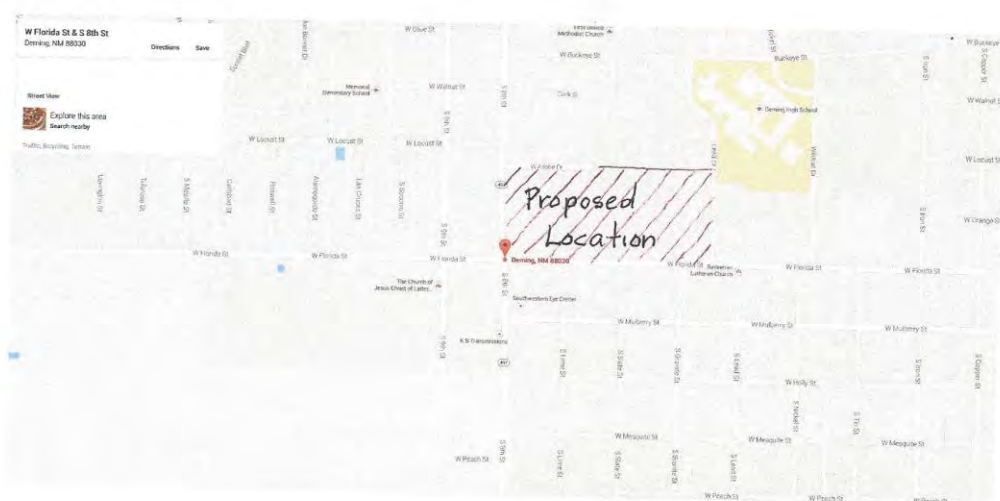
- State identification number
- Physical address  
[8<sup>th</sup> and Florida, Deming, New Mexico](#)
- Date of opening  
[May or June of 2016](#)
- Dates of major additions and renovations  
[None](#)
- Facility Condition Index (FCI) and N.M. Facility Condition Index (NMCI), if available  
[Not yet available](#)
- Site owned or leased  
[Leased](#)
- Total building area gross sq/ ft.  
[Approximately 27,380 square feet](#)
- Site acreage  
[Cannot negotiate for how much land we can afford until we have a charter. This site is large enough to include an additional elementary school and high school campus on this site.](#)
- Total number of permanent general classrooms  
[1 Main Academic Space](#)  
[10 Pull-out Classrooms](#)
- Total number of permanent specialty classroom  
[4 Specialty Classrooms](#)
- ○ Total number of portable classrooms  
[None](#)

- Total number of classrooms  
15 Classrooms
- Percentage of portable classrooms compared to total number of permanent classrooms  
0%
- Total enrollment current year (40th day count), if available (may not be available for a newly chartered school)  
Not Available
- Number of gross sq. ft. per student per school facility  
68.45 square feet per student

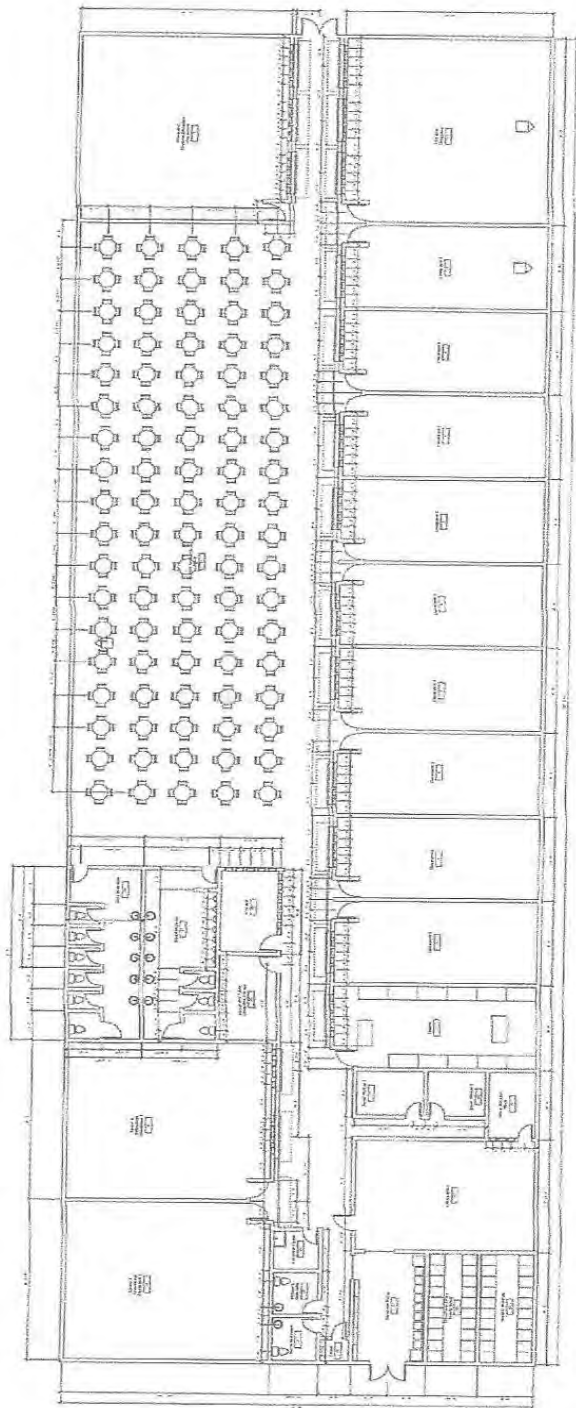
**5.2 Site Plan** (if applicable)

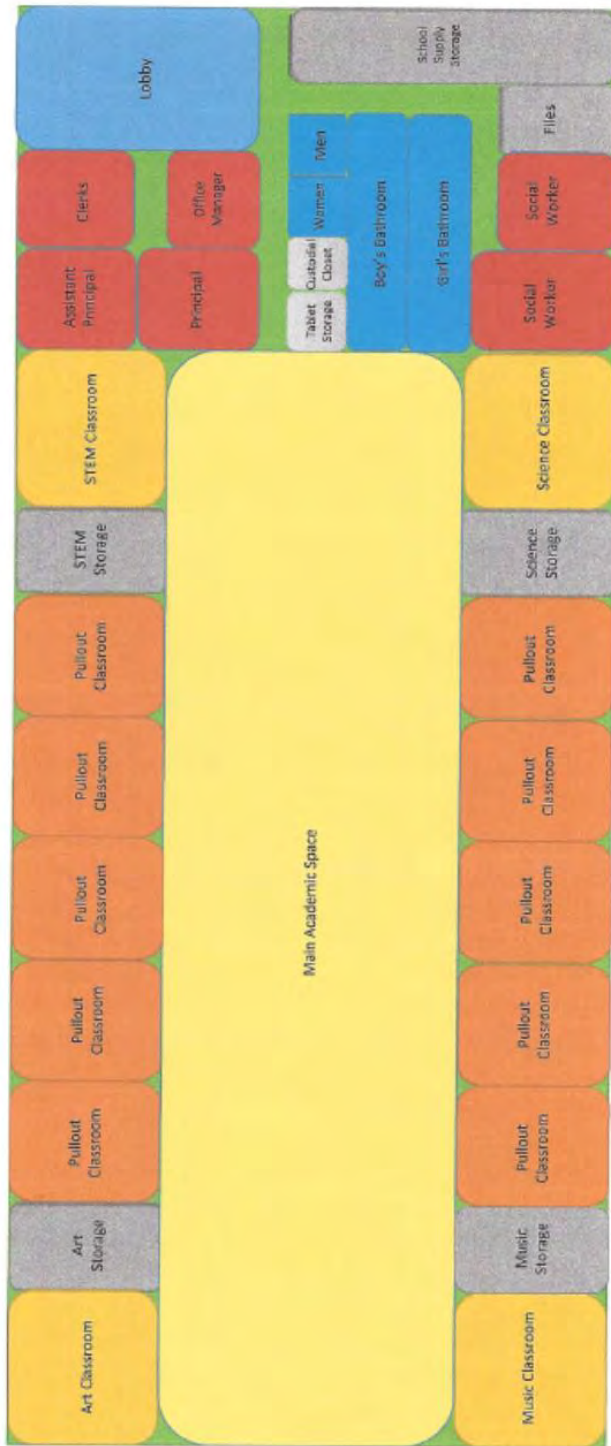
- ☐ Scaled school site plan  
Site Plan is being developed





☐ Scaled school floor plan(s) with rooms numbers to match inventory





Academic Opportunities Academy  
Floor Plan Diagram

- ☐ FAD forms updated

## **5.8 Detailed Space and Room Requirements (Ed Spec) if applicable**

### **5.8.1 Technology and communications criteria**

Not yet determined

### **5.8.2 Power criteria**

Not yet determined

### **5.8.3 Lighting and day lighting criteria**

Building design will have new fiberglass translucent panels which provide natural light, are energy efficient and cost effective. Exact lighting levels have not yet been determined.

### **5.8.4 Environmental conditioning criteria**

To be determined

### **5.8.5 Classroom acoustics criteria**

To be determined

### **5.8.6 Furnishing and equipment criteria**

To be determined

### **5.8.7 Table types**

To be determined

### **5.8.8 Storage types**

Storage rooms are provided for art, science, music and STEM

### **5.8.9 Criteria sheets**

To be determined

## **5.9 Submission**

### **5.9.1 Final hardcopy placed in a three-ring binder**

### **5.9.2 Final electronic copy**



## Addendum

I don't see a kitchen or dining area. Please address how the school will deliver meal service to the students and where they will eat.

Our plan is to contract out our food service and have the food delivered to the campus. Our plan is to have the students eat in the Main Academic Space. We will add a food distribution area with microwaves in the Main Academic Space.

Please describe how you will deliver library arts and media center services to your students.

With the development of e-books and so much information available online, we felt that a library or media center would not be needed. Our pull-out classrooms will have ceiling projectors to present information in the classrooms. The Main Academic Space will have wide screen monitors to present information.

I do not see student health programmed into your proposed facility. How does the school intend on providing student health services (i.e. nurse/cot area)

Good point. We will add an area for a nurse to work with students. Student health classes can be incorporated into either science or physical education classes. We are a few blocks away from the local hospital if we encounter significant health issues.

Your plan states that you require 27,380 SF of space. You also have a Not to Exceed SF of 68,800 SF. The maximum that the State would allow for a traditional school of 400 students is 59,167 SF.

This correction has been made.

- Page 24-25 – Site and Facilities

Your plan identifies a proposed site at West Florida and 8<sup>th</sup> Street in Deming where you propose to build a facility. Can you describe the ownership structure of both the land and building?

This will be a build to suit lease.

Will you lease or own the land?

Currently our plan is to lease the land.

As you know HB283 requires that charter schools be in a public building by July 1<sup>st</sup> 2015. Do you plan on purchasing the building or do you have a charter school foundation in place that will purchase the building?

The land owners would consider selling the property to us.

We do not currently have a charter school foundation in place that will purchase the building.

Since you do mention technology as being a key part of the educational program and each student will receive his/her own computer/tablet, can you describe your technology needs in terms of broadband and networking requirements?

We have consulted with Edmentum, Earthlink, Spectrum Imaging Systems, and other IT professionals. Earthlink recommends a fiber optic cable for our facility to meet our needs.

I understand that you intend to reach your proposed cap of 400 students as soon as possible but can you elaborate or provide a timeline or graph as to when you will have your full complement of students in the building?

Our charter school application is based on approximately 200 students in our first year and 400 students in our second through fifth years.

Once your building is complete, PSFA will need to evaluate your facility to ensure it meets e-occupancy. If you are successful in your charter application to the Public Education Commission, you may want to sit down with PSFA staff and go over the building plans.

Our engineer, Mr. Salvador Nunez of Spectrum Engineering and Academic Opportunities Academy would gladly meet and coordinate with you during the design and construction process.

Since you have a building in design, are you able to address any of the items in Section 5? I noticed that this section is blank. We would appreciate any further detail you can provide for your facility in this section.

Items which can be addressed at this time have been included in Section 5.

# Required Appendix L

## Clerk Salary Schedule

Years	High School or G.E.D.	30 Credits	Associates Degree
0	\$7.50	\$10.00	\$15.00
1	\$7.61	\$10.22	\$15.22
2	\$7.72	\$10.43	\$15.43
3	\$7.83	\$10.65	\$15.65
4	\$7.93	\$10.87	\$15.87
5	\$8.04	\$11.09	\$16.09
6	\$8.15	\$11.30	\$16.30
7	\$8.26	\$11.52	\$16.52
8	\$8.37	\$11.74	\$16.74
9	\$8.48	\$11.96	\$16.96
10	\$8.59	\$12.17	\$17.17
11	\$8.70	\$12.39	\$17.39
12	\$8.80	\$12.61	\$17.61
13	\$8.91	\$12.83	\$17.83
14	\$9.02	\$13.04	\$18.04
15	\$9.13	\$13.26	\$18.26
16	\$9.24	\$13.48	\$18.48
17	\$9.35	\$13.70	\$18.70
18	\$9.46	\$13.91	\$18.91
19	\$9.57	\$14.13	\$19.13
20	\$9.67	\$14.35	\$19.35
21	\$9.78	\$14.57	\$19.57
22	\$9.89	\$14.78	\$19.78
23	\$10.00	\$15.00	\$20.00



## Educational Aide

Years	Associates Degree	Bachelors Degree
0	\$15.00	\$20.00
1	\$15.22	\$20.43
2	\$15.43	\$20.87
3	\$15.65	\$21.30
4	\$15.87	\$21.74
5	\$16.09	\$22.17
6	\$16.30	\$22.61
7	\$16.52	\$23.04
8	\$16.74	\$23.48
9	\$16.96	\$23.91
10	\$17.17	\$24.35
11	\$17.39	\$24.78
12	\$17.61	\$25.22
13	\$17.83	\$25.65
14	\$18.04	\$26.09
15	\$18.26	\$26.52
16	\$18.48	\$26.96
17	\$18.70	\$27.39
18	\$18.91	\$27.83
19	\$19.13	\$28.26
20	\$19.35	\$28.70
21	\$19.57	\$29.13
22	\$19.78	\$29.57
23	\$20.00	\$30.00

## Social\_Worker

## Social Worker

Years	Bachelors Degree +0	Bachelors Degree +15	Masters Degree +0	Masters Degree +15	Masters Degree +45
0	\$32,000.00	34000	36000	38000	\$40,000.00
1	\$32,347.83	34391.3043	36434.7826	38543.4783	\$40,652.17
2	\$32,695.65	34782.6087	36869.5652	39086.9565	\$41,304.35
3	\$33,043.48	35173.913	37304.3478	39630.4348	\$41,956.52
4	\$33,391.30	35565.2174	37739.1304	40173.913	\$42,608.70
5	\$33,739.13	35956.5217	38173.913	40717.3913	\$43,260.87
6	\$34,086.96	36347.8261	38608.6957	41260.8696	\$43,913.04
7	\$34,434.78	36739.1304	39043.4783	41804.3478	\$44,565.22
8	\$34,782.61	37130.4348	39478.2609	42347.8261	\$45,217.39
9	\$35,130.43	37521.7391	39913.0435	42891.3043	\$45,869.57
10	\$35,478.26	37913.0435	40347.8261	43434.7826	\$46,521.74
11	\$35,826.09	38304.3478	40782.6087	43978.2609	\$47,173.91
12	\$36,173.91	38695.6522	41217.3913	44521.7391	\$47,826.09
13	\$36,521.74	39086.9565	41652.1739	45065.2174	\$48,478.26
14	\$36,869.57	39478.2609	42086.9565	45608.6957	\$49,130.43
15	\$37,217.39	39869.5652	42521.7391	46152.1739	\$49,782.61
16	\$37,565.22	40260.8696	42956.5217	46695.6522	\$50,434.78
17	\$37,913.04	40652.1739	43391.3043	47239.1304	\$51,086.96
18	\$38,260.87	41043.4783	43826.087	47782.6087	\$51,739.13
19	\$38,608.70	41434.7826	44260.8696	48326.087	\$52,391.30
20	\$38,956.52	41826.087	44695.6522	48869.5652	\$53,043.48
21	\$39,304.35	42217.3913	45130.4348	49413.0435	\$53,695.65
22	\$39,652.17	42608.6957	45565.2174	49956.5217	\$54,347.83
23	\$40,000.00	43000	46000	50500	\$55,000.00

## Level I Teacher

Years	Bachelors Degree +0	Bachelors Degree +15	Masters Degree +0	Masters Degree +15	Masters Degree +45
0	\$32,000.00	34000	36000	38000	\$40,000.00
1	\$32,347.83	34521.7391	36608.6957	38695.6522	\$40,782.61
2	\$32,695.65	35043.4783	37217.3913	39391.3043	\$41,565.22
3	\$33,043.48	35565.2174	37826.087	40086.9565	\$42,347.83
4	\$33,391.30	36086.9565	38434.7826	40782.6087	\$43,130.43
5	\$33,739.13	36608.6957	39043.4783	41478.2609	\$43,913.04

## Level II Teacher

Years	Bachelors Degree +0	Bachelors Degree +15	Masters Degree +0	Masters Degree +15	Masters Degree +45
0	\$42,800.00	42975	43150	43325	\$43,500.00
1	\$42,878.26	\$43,053.26	\$43,228.26	\$43,403.26	\$43,578.26
2	\$42,956.52	\$43,131.52	\$43,306.52	\$43,481.52	\$43,656.52
3	\$43,034.78	\$43,209.78	\$43,384.78	\$43,559.78	\$43,734.78
4	\$43,113.04	\$43,288.04	\$43,463.04	\$43,638.04	\$43,813.04
5	\$43,191.30	\$43,366.30	\$43,541.30	\$43,716.30	\$43,891.30
6	\$43,269.57	\$43,444.57	\$43,619.57	\$43,794.57	\$43,969.57
7	\$43,347.83	\$43,522.83	\$43,697.83	\$43,872.83	\$44,047.83
8	\$43,426.09	\$43,601.09	\$43,776.09	\$43,951.09	\$44,126.09
9	\$43,504.35	\$43,679.35	\$43,854.35	\$44,029.35	\$44,204.35
10	\$43,582.61	\$43,757.61	\$43,932.61	\$44,107.61	\$44,282.61
11	\$43,660.87	\$43,835.87	\$44,010.87	\$44,185.87	\$44,360.87
12	\$43,739.13	\$43,914.13	\$44,089.13	\$44,264.13	\$44,439.13
13	\$43,817.39	\$43,992.39	\$44,167.39	\$44,342.39	\$44,517.39
14	\$43,895.65	\$44,070.65	\$44,245.65	\$44,420.65	\$44,595.65
15	\$43,973.91	\$44,148.91	\$44,323.91	\$44,498.91	\$44,673.91
16	\$44,052.17	\$44,227.17	\$44,402.17	\$44,577.17	\$44,752.17
17	\$44,130.43	\$44,305.43	\$44,480.43	\$44,655.43	\$44,830.43
18	\$44,208.70	\$44,383.70	\$44,558.70	\$44,733.70	\$44,908.70
19	\$44,286.96	\$44,461.96	\$44,636.96	\$44,811.96	\$44,986.96
20	\$44,365.22	\$44,540.22	\$44,715.22	\$44,890.22	\$45,065.22
21	\$44,443.48	\$44,618.48	\$44,793.48	\$44,968.48	\$45,143.48
22	\$44,521.74	\$44,696.74	\$44,871.74	\$45,046.74	\$45,221.74
23	\$44,600.00	\$44,775.00	\$44,950.00	\$45,125.00	\$45,300.00



Level\_III

Level III Teacher

Years	Bachelors Degree +0	Bachelors Degree +15	Masters Degree +0	Masters Degree +15	Masters Degree +45
0			\$54,500.00	54750	\$55,000.00
1			\$54,565.22	\$54,815.22	\$55,065.22
2			\$54,630.43	\$54,880.43	\$55,130.43
3			\$54,695.65	\$54,945.65	\$55,195.65
4			\$54,760.87	\$55,010.87	\$55,260.87
5			\$54,826.09	\$55,076.09	\$55,326.09
6			\$54,891.30	\$55,141.30	\$55,391.30
7			\$54,956.52	\$55,206.52	\$55,456.52
8			\$55,021.74	\$55,271.74	\$55,521.74
9			\$55,086.96	\$55,336.96	\$55,586.96
10			\$55,152.17	\$55,402.17	\$55,652.17
11			\$55,217.39	\$55,467.39	\$55,717.39
12			\$55,282.61	\$55,532.61	\$55,782.61
13			\$55,347.83	\$55,597.83	\$55,847.83
14			\$55,413.04	\$55,663.04	\$55,913.04
15			\$55,478.26	\$55,728.26	\$55,978.26
16			\$55,543.48	\$55,793.48	\$56,043.48
17			\$55,608.70	\$55,858.70	\$56,108.70
18			\$55,673.91	\$55,923.91	\$56,173.91
19			\$55,739.13	\$55,989.13	\$56,239.13
20			\$55,804.35	\$56,054.35	\$56,304.35
21			\$55,869.57	\$56,119.57	\$56,369.57
22			\$55,934.78	\$56,184.78	\$56,434.78
23			\$56,000.00	\$56,250.00	\$56,500.00

## Office\_Manager

## Office Manager

Years	Associates Degree +0	Bachelors Degree +0	Bachelors Degree +15	Masters Degree +0	Masters Degree +15	Masters Degree +45
0	\$35,000.00	\$45,000.00	\$50,000.00	\$60,000.00	\$65,000.00	\$70,000.00
1	\$35,217.39	\$45,217.39	\$50,217.39	\$60,217.39	\$65,217.39	\$70,217.39
2	\$35,434.78	\$45,434.78	\$50,434.78	\$60,434.78	\$65,434.78	\$70,434.78
3	\$35,652.17	\$45,652.17	\$50,652.17	\$60,652.17	\$65,652.17	\$70,652.17
4	\$35,869.57	\$45,869.57	\$50,869.57	\$60,869.57	\$65,869.57	\$70,869.57
5	\$36,086.96	\$46,086.96	\$51,086.96	\$61,086.96	\$66,086.96	\$71,086.96
6	\$36,304.35	\$46,304.35	\$51,304.35	\$61,304.35	\$66,304.35	\$71,304.35
7	\$36,521.74	\$46,521.74	\$51,521.74	\$61,521.74	\$66,521.74	\$71,521.74
8	\$36,739.13	\$46,739.13	\$51,739.13	\$61,739.13	\$66,739.13	\$71,739.13
9	\$36,956.52	\$46,956.52	\$51,956.52	\$61,956.52	\$66,956.52	\$71,956.52
10	\$37,173.91	\$47,173.91	\$52,173.91	\$62,173.91	\$67,173.91	\$72,173.91
11	\$37,391.30	\$47,391.30	\$52,391.30	\$62,391.30	\$67,391.30	\$72,391.30
12	\$37,608.70	\$47,608.70	\$52,608.70	\$62,608.70	\$67,608.70	\$72,608.70
13	\$37,826.09	\$47,826.09	\$52,826.09	\$62,826.09	\$67,826.09	\$72,826.09
14	\$38,043.48	\$48,043.48	\$53,043.48	\$63,043.48	\$68,043.48	\$73,043.48
15	\$38,260.87	\$48,260.87	\$53,260.87	\$63,260.87	\$68,260.87	\$73,260.87
16	\$38,478.26	\$48,478.26	\$53,478.26	\$63,478.26	\$68,478.26	\$73,478.26
17	\$38,695.65	\$48,695.65	\$53,695.65	\$63,695.65	\$68,695.65	\$73,695.65
18	\$38,913.04	\$48,913.04	\$53,913.04	\$63,913.04	\$68,913.04	\$73,913.04
19	\$39,130.43	\$49,130.43	\$54,130.43	\$64,130.43	\$69,130.43	\$74,130.43
20	\$39,347.83	\$49,347.83	\$54,347.83	\$64,347.83	\$69,347.83	\$74,347.83
21	\$39,565.22	\$49,565.22	\$54,565.22	\$64,565.22	\$69,565.22	\$74,565.22
22	\$39,782.61	\$49,782.61	\$54,782.61	\$64,782.61	\$69,782.61	\$74,782.61
23	\$40,000.00	\$50,000.00	\$55,000.00	\$65,000.00	\$70,000.00	\$75,000.00

# Assistant\_Principal

## Assistant Principal

Years	Bachelors Degree +0	Bachelors Degree +15	Masters Degree +0	Masters Degree +15	Masters Degree +45
0			\$60,000.00	\$65,000.00	\$70,000.00
1			\$60,217.39	\$65,217.39	\$70,217.39
2			\$60,434.78	\$65,434.78	\$70,434.78
3			\$60,652.17	\$65,652.17	\$70,652.17
4			\$60,869.57	\$65,869.57	\$70,869.57
5			\$61,086.96	\$66,086.96	\$71,086.96
6			\$61,304.35	\$66,304.35	\$71,304.35
7			\$61,521.74	\$66,521.74	\$71,521.74
8			\$61,739.13	\$66,739.13	\$71,739.13
9			\$61,956.52	\$66,956.52	\$71,956.52
10			\$62,173.91	\$67,173.91	\$72,173.91
11			\$62,391.30	\$67,391.30	\$72,391.30
12			\$62,608.70	\$67,608.70	\$72,608.70
13			\$62,826.09	\$67,826.09	\$72,826.09
14			\$63,043.48	\$68,043.48	\$73,043.48
15			\$63,260.87	\$68,260.87	\$73,260.87
16			\$63,478.26	\$68,478.26	\$73,478.26
17			\$63,695.65	\$68,695.65	\$73,695.65
18			\$63,913.04	\$68,913.04	\$73,913.04
19			\$64,130.43	\$69,130.43	\$74,130.43
20			\$64,347.83	\$69,347.83	\$74,347.83
21			\$64,565.22	\$69,565.22	\$74,565.22
22			\$64,782.61	\$69,782.61	\$74,782.61
23			\$65,000.00	\$70,000.00	\$75,000.00

				Principal	
Principal					
Years	Bachelors Degree +0	Bachelors Degree +15	Masters Degree +0	Masters Degree +15	Masters Degree +45
0			\$70,000.00	\$75,000.00	\$80,000.00
1			\$70,434.78	\$75,434.78	\$80,434.78
2			\$70,869.57	\$75,869.57	\$80,869.57
3			\$71,304.35	\$76,304.35	\$81,304.35
4			\$71,739.13	\$76,739.13	\$81,739.13
5			\$72,173.91	\$77,173.91	\$82,173.91
6			\$72,608.70	\$77,608.70	\$82,608.70
7			\$73,043.48	\$78,043.48	\$83,043.48
8			\$73,478.26	\$78,478.26	\$83,478.26
9			\$73,913.04	\$78,913.04	\$83,913.04
10			\$74,347.83	\$79,347.83	\$84,347.83
11			\$74,782.61	\$79,782.61	\$84,782.61
12			\$75,217.39	\$80,217.39	\$85,217.39
13			\$75,652.17	\$80,652.17	\$85,652.17
14			\$76,086.96	\$81,086.96	\$86,086.96
15			\$76,521.74	\$81,521.74	\$86,521.74
16			\$76,956.52	\$81,956.52	\$86,956.52
17			\$77,391.30	\$82,391.30	\$87,391.30
18			\$77,826.09	\$82,826.09	\$87,826.09
19			\$78,260.87	\$83,260.87	\$88,260.87
20			\$78,695.65	\$83,695.65	\$88,695.65
21			\$79,130.43	\$84,130.43	\$89,130.43
22			\$79,565.22	\$84,565.22	\$89,565.22
23			\$80,000.00	\$85,000.00	\$90,000.00



Enrollment										Staffing										Administrative																											
	Projected FTE			Staff Student Ratio		Enrollment Capacity with Projected Staff			Actual FTE	Student Teacher Ratio		Total Teachers		Total Educational Aides		Projected Number of Special Education Students		Principal / Math Teacher		Assistant Principal / English Teacher		Special Education Teacher		Bilingual Social Studies Teacher (TESOL)		Bilingual English Teacher		Bilingual Science Teacher		Bilingual Math Teacher		Bilingual Computer Art and Technology Teacher		Bilingual Physical Education Teacher		Educational Aides		Office Manager		Social Workers		Clerks		Principal		Assistant Principal	
Year 1	125	6.3	14.706	128	8.5	41.667	3	5.5	21	0.5	0.5	1	0.5	0	0	0	0	0.5	5.5	1	1	1	0.5	0.5	1	1	0	0	0	0	0.5	5.5	1	1	1	0.5	0.5	1	1	1	0.5	0.5					
Year 2	200	10	15.385	195	13	40.000	5	8	34	0.5	0.5	1	1	0.5	0	0	0.5	1	8	1	2	2	0.5	0.5	1	2	2	0	0	0.5	8	1	2	2	0.5	0.5	1	2	2	0.5	0.5						
Year 3	275	14	14.865	278	18.5	34.375	8	11	47	0.5	0.5	1	1	1	1	1	1	1	10.5	1	2	3	0.5	0.5	1	2	3	0	0	1	10.5	1	2	3	0.5	0.5	1	2	3	0.5	0.5						
Year 4	350	18	14.894	353	23.5	38.889	9	15	60	0.5	0.5	1	1	1.5	1.5	1	1	1	14.5	1	2	3	0.5	0.5	1	2	3	0	0	1	14.5	1	2	3	0.5	0.5	1	2	3	0.5	0.5						
Year 5	400	20	14.815	405	27	36.364	11	16	68	0.5	0.5	1	1	2	2	2	1	1	16	1	2	4	0.5	0.5	1	2	4	0	0	1	16	1	2	4	0.5	0.5	1	2	4	0.5	0.5						

Academic Opportunities Academy Staffing Worksheet																								
Academic School Year		Academic Opportunities										Academy Staffing								Other Staffing				
		Enrollment	Number of ELL Students Estimate	Physical Education Class Size	Number of Special Education Students Estimate	Campus Student Staff Ratio	Educational Aide Student Ratio	Student Teacher Ratio	Total Number of Educational Staff	Number of Teacher FTE	Number of Educational Aides FTE	TESOL Bilingual Education Teacher / English	Special Education Teacher	Math Teacher	Science Teacher	Computer Art and Technology Teacher	Social Studies Teacher	Physical Education Teacher	Educational Aides	Principal	Assistant Principal	Office Manager, Vigil Group or Other Entity	Clerks	
1	2016 - 2017	125	62.5	41.7	18.8	19.23	41.67	35.71	6.50	3.5	3	0.50	0.50	0.50	0.50	0.50	0.50	0.50	3.00	0.50	0.50	1.00	1.00	
2	2017 - 2018	200	100	33.3	30	20.00	40.00	40.00	10.00	5	5	0.50	0.50	0.75	0.75	0.50	1.00	1.00	5.00	0.50	0.50	1.00	1.50	
3	2018 - 2019	275	138	45.8	41.3	19.64	39.29	39.29	14.00	7	7	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	0.50	0.50	1.00	2.00	
4	2019 - 2020	350	175	58.3	52.5	21.88	38.89	50.00	16.00	7	9	1.00	1.00	1.00	1.00	1.00	1.00	1.00	9.00	0.50	0.50	1.00	2.50	
5	2020 - 2021	400	200	66.7	60	21.05	33.33	57.14	19.00	7	12	1.00	1.00	1.00	1.00	1.00	1.00	1.00	12.00	0.50	0.50	1.00	3.00	

# Waivers



New Mexico Public Education Department

**Charter School**  
**WAIVER REQUEST**

*Instructions: Please complete this form electronically and submit it via e-mail to Lorianne Romero, [Lorianne.Romero@state.nm.us](mailto:Lorianne.Romero@state.nm.us) from the Charter School Administrator's or designee's e-mail. Note: the boxes automatically expand as you add text.*

Charter

Administrator: Mark Casavantes M.Ed.

District/Charter School: Academic Opportunities Academy

Phone: (915) 471-7104 Email: [AOA1USA@gmail.com](mailto:AOA1USA@gmail.com)

Secondary Contact: Ben Tice Title: Assistant Principal

Phone: (915) 373-8456 Email: bticejr1@elp.rr.com

Date of Submission 6/5/2014

Does local school board and/or governing council policy require board and/or governing council approval prior to this request?

☐ Yes ☒ No

If yes, has board/governing council approval been obtained?

☐ Yes ☐ No

Date of board/governing council approval.

N/A

**IF REQUESTING MULTIPLE WAIVERS, PLEASE USE A SEPARATE FORM FOR EACH.**

Please select one only.

☒ Individual Class Load

☐ Teaching Load

☐ Length of School Day

☐ Staffing Patterns

☐ Subject Areas

☐ Purchase of Instructional Material

☐ Evaluation Standards for School Personnel

☐ School Principal Duties

☐ Driver Education

☐ Graduation Requirements





**APPLICABLE STATUTE AND/OR STATE RULE:**

22-8B-5. Charter schools; status; local school board authority. (Effective July 1, 2007.)

- A. The local school board may waive only locally imposed school district requirements for locally chartered charter schools.
- B. A state-chartered charter school is exempt from school district requirements. A state-chartered charter school is responsible for developing its own written policies and procedures in accordance with this section.
- C. The department shall waive requirements or rules and provisions of the Public School Code [22-1-1 NMSA 1978] pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties and driver education. The department may waive requirements or rules and provisions of the Public School Code pertaining to graduation requirements. Any waivers granted pursuant to this section shall be for the term of the charter granted but may be suspended or revoked earlier by the department.

*This box auto-expands.*

**APPLICABLE DISTRICT OR CHARTER SCHOOL POLICY:**

**Instructions: Insert specific local policy here.**

There are no Academic Opportunities Academy charter school policies that apply to this request.

*This box auto-expands.*

**RATIONALE FOR REQUEST:**

**Instructions: Explain what the Charter School wants to do and how a waiver will be of assistance. Include how the waiver's overall intent fits into school and district policy. Identify any supporting documentation on file.**

Teaching Load:

Academic Opportunities Academy envisions a maximum capacity of 400 students which may require a waiver, depending on class size and teacher: student ratios. We will staff all areas with Teachers and Educational Aides to provide a ratio of staff to students of 1:20.

Our classrooms will be limited to twenty (20) students. Our Main Academic Space can accommodate the maximum capacity of 400 students. We anticipate approximately half of our students to be in a classroom during the school day. The other half of the students will be working on a variety of assignments in the Main Academic Space. Our core curriculum, provided by Edmentum, provides online instruction and students using



the Main Academic Space will be engaged with online learners. The Educational Aides will monitor and provide assistance to instruction initially provided by Edmentum and/or our Teachers.

Academic Opportunities Academy seeks innovative solutions to solve educational issues. There are limited resources available to us. We seek to use our resources in the most efficient manner possible. We want both our Teachers and Students to be working on the most important content standards for our campus and our students. We seek to provide the most assistance for our students who have the greatest academic needs.

We will maintain a ratio of instructional staff to students of 1:20. Our Teacher to student ratio will be 1:40. Our Instructional Aide to student ratio will be 1:40.

We want to avoid having unchallenged students in a classroom setting who have already have mastered a particular New Mexico Content Standards with Benchmarks and Performance Standards. We want to pull out only students who do not have the required knowledge and skills needed for that content standard.

Teachers will study our campus data to determine what content standard is the biggest priority for our campus. Teachers will prepare lessons for that content standard. When the Teacher is ready to teach their class, they will notify the students who need to attend that class with an electronic message sent to their tablet computer. The class will be limited to 20 students. The Teacher will determine the length of the class period based on the needs of the students. The Teacher will be able to dismiss students at any time during the class if their assessments have shown the student has the requisite knowledge and skills based on the content standards. Classes will be limited to 90 minutes per session. Teachers can provide instruction in as many sessions as necessary to obtain academic success for all our students.

All Teachers of a content area will teach all of our students. Teachers within a content area will cooperatively plan their strategies and lessons to maximize the academic performance of our campus and our students. Teachers can set aside time to collaborate with other Teachers when needed.

Our Teachers will be responsible for all of our students up to our maximum capacity of 400 students. Our Teachers will instruct no more than twenty (20) students at any given time.

Traditionally Teachers are assigned a group of students. Academic Opportunities Academy believes that having all our Teachers responsible for all our students will provide our students with different approaches and teaching styles for our students which will result in additional opportunities for student success.

Our Teachers and Educational Aides will share the responsibility of monitoring and assisting students in the Main Academic Space. There will be an approximate staff to student ratio of 1:20.

Academic Opportunities Academy plans on an instructional day of seven (7) hours. Our academic school calendar will provide one hundred eighty (180) instructional days. We also plan to have two (2) additional hours for our after school enrichment program. Our after school program will provide additional time for our students who need to recover lost grade levels or are currently not maintaining adequate academic progress as well as educational enrichment activities for our other students.

Our seven (7) hour instructional day allows for our students to complete "homework" during the school day. This eliminates the need for parents to supervise and assist their children with homework. Many parents are not able to assist their children, which prevent them from effectively monitoring and assisting with their children's homework. This also relieves the students from having to need a backpack to transport books and supplies back and forth from their homes. We anticipate this activity would not take more than one hour per day.



*This box auto-expands.*

FOR PED INTERNAL USE ONLY:	PED PS #
Reviewed by:	Date:
<b>RATIONALE FOR APPROVAL:</b>	Date:
Concur with staff recommendations for approval:	Date:
Hanna Skandera Secretary of Education	
<b>RATIONALE FOR NON-APPROVAL:</b>	Date:
Concur with staff recommendations for non-approval:	Date:
Hanna Skandera Secretary of Education	
Returned to Charter School by:	Date:

# Founders



### **Academic Opportunities Academy's Founding Members**

AOA currently has a three member founding board of directors who perform the fiduciary and governance duties that are required for any non-profit organization. The founding board consists of Mark Casavantes, Wes Clarkson, and Ben Tice. Mark Casavantes, Wes Clarkson, and Ben Tice will also be the school leadership/management team. The leadership team represents individual and collective expertise in the capacity building and institutional development that is a vital need for AOA in its first inaugural years. Each team member has over 30 years of individual service in education, as well as the non-profit sector. Mr. Casavantes, Clarkson, and Tice have all been school administrators and/or superintendents, and each has firsthand knowledge of the needs of the community having lived in the community.

Mr. Mark Casavantes M.Ed. is the original founder and has the vision to improve education. He is passionate in fulfilling his dream to create outstanding charter schools. He has been a designer in both Architecture and Civil Engineering for 20 years of his career and has been a Math, Science, Engineering and Architecture teacher as well as a school administrator during his second 20 years of his career. Mark has always sought out the students who were not successful and worked diligently to make them successful. Mark is committed to creating a charter school in Deming, New Mexico because it has a great need. In talking to dropouts and current students from Deming, New Mexico he is more convinced than ever of this great need.

Mr. Wes Clarkson M.Ed. is an active member in the writing of our charter school applications, is an experienced and effective teacher as well as an outstanding administrator. He continues to be our consultant into the future. He has been involved in starting and running schools in both Texas and New Mexico.

Mr. Ben Tice M.Ed. has been a life long educator as a teacher and administrator. He was instrumental in getting students at El Paso Academy East and West who were two years behind as freshmen to graduate with a regular high school diploma on time with their peers. He also demonstrated outstanding fiduciary abilities in building up El Paso Academy East and West cash reserves to over 1.5 million dollars during his ten years as their Superintendent.

Mr. Elena Liberatori. is an experienced organizational development and fundraising consultant, research and grantwriter. She has played an instrumental role in the planning, development and improvement of our charter school applications. She is also an adjunct professor at New York University teaching non-profit management, grant writing and strategic planning, and has over 25 years experience in the non-profit and corporate sectors.

### **Academic Opportunities Academy Board Members**

Mr. Mark Casavantes M.Ed. is currently a board member of AOA. He has expertise in design and education.

Mr. Joaquin Moreno is currently a board member of AOA. He has expertise in business, computer IT, web design, and photography.

Mr. Joe Sandoval is currently a board member of AOA. He has expertise in real estate, construction, property management, business, and sales.

# MARK CASAVANTES

914 North Stanton Street  
El Paso, Texas 79902

Mobile: (915) 471-7104  
AOA1USA@gmail.com

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Dear Hiring Professional:

Please consider this letter of introduction as an expression of my interest in becoming Superintendent/Projects Manager/Principal for Academic Opportunities Academy. My résumé outlining my qualifications, professional experience, and education is enclosed for your review and consideration.

I hold a Bachelors of Arts in Architecture, a Bachelor of Interdisciplinary Studies, Mathematics Education, and a Master in Education, School Administration (Principal).

I am looking to leverage my education and over 15 years of professional leadership and teaching experience, and I seek an opportunity with your academic program in need of a strong and decisive professional. Throughout my career, I gained comprehensive knowledge of education program management and diversity-paced instruction at the middle, high school, and university levels.

As an avid advocate for helping others grow personally and professionally, I plan to bring innovative and challenging methods to enable students to participate, grow, and achieve their full potential, committed to making the underlying concepts of learning clearer and more meaningful. I truly believe that all students need to be motivated and challenged to strive for social and intellectual excellence and my goal is to help them advance, keep them focused, and create an engaging learning environment to accommodate individual academic and learning styles.

Throughout my career, I have been well known for the ability to communicate complex concepts and strategies to others in non-technical, easy-to-understand terms, getting the job done, and my ability to motivate participation in others. With a solid record of accomplishment behind me, I am confident I can do the same for you.

Although practical in nature, my résumé cannot convey the full level of enthusiasm and energy I bring to new challenges. I'd be very interested in speaking with you to explore how my skills, education, and experience can benefit your academic program. I look forward to speaking with you. In the interim, thank you for your attention, consideration, and forthcoming response.

Sincerely,



Mark Casavantes

Enclosure



# MARK CASAVANTES

914 North Stanton Street  
El Paso, Texas 79902

Mobile: (915) 471-7104  
AOA1USA@gmail.com

## PROFESSIONAL SUMMARY

Dynamic, self-motivated professional with a very positive outlook and a genuine interest in the cognitive and social development of students from diverse socio-economic and cultural backgrounds. Possess an enthusiastic, motivated, and creative disposition, with a strong commitment to providing instructional support to students. Focused on becoming an integral leader of an engaging team to generate excitement about learning combining strong analytical and technical skills, strategic planning, and organizational development abilities. An energetic, innovative, and strategic hands-on leader with superior consensus-building abilities to motivate others in the achievement of academic program goals

### CORE COMPETENCIES:

- Program Coordination
- Program Evaluation
- Diversity Paced Instruction
- Teacher/Student Mentoring
- Counseling Techniques
- Visionary Leadership
- Classroom Presentations
- Curriculum Development

*Proficient in Microsoft Office (Word, Excel, PowerPoint, & Access), Learning HTML, CSS, JavaScript, C++, Bilingual with articulate fluency in English & Spanish*

## EDUCATION

Master in Education, School Administration (Principal)  
Sul Ross State University, Alpine, Texas

Bachelor of Interdisciplinary Studies, Mathematics Education  
University of Texas at El Paso, El Paso, Texas

Bachelors of Arts in Architecture  
Southern California Institute of Architecture, Los Angeles, California

Computer Courses, Web Design, A+, Spreadsheets, Mathematics  
El Paso Community College, El Paso, Texas

## LICENSES

Principal License (EC-12) 2007 – 2013  
Secondary Mathematics, Grades 6-12, 2007 - 2013  
Elementary Mathematics, Grades 1-8, 1996 to life  
Elementary Self-Contained, Grades 1-8, 1996 to life  
State Board of Education, Texas

Level 3-A, Instructional Leader, K-8 Elementary License, 2004 - 2013  
Level 3-A, Instructional Leader, 7-12 Secondary License w/Endorsement in Mathematics, 2004 – 2013  
Level 3-B, K-12 Administrative License, 2004 – 2013  
Level 3-B, K-12 Administrative License, 2004 – 2013  
State of New Mexico

Community College Limited Service Credential (Architecture), 1990 - 1992  
The California Community Colleges, California

## PROFESSIONAL EXPERIENCE

YSLETA INDEPENDENT SCHOOL DISTRICT  
TEACHER

2014 - Present  
El Paso, Texas

**PROFESSIONAL EXPERIENCE****SOCORRO INDEPENDENT SCHOOL DISTRICT  
SUBSTITUTE TEACHER / VOLUNTEER****2009 – 2014  
El Paso, Texas**

Taught Automobile Mechanics and Business Marketing as a long term substitute at Options High School this school year.

Taught Architecture and Engineering at El Dorado High School using Inventor Professional, Inventor Fusion and Revit Architecture. Students designed various projects including car rims for a Honda Civic, a set of planetary gears, a vise, various mechanical parts, a tiny home, a custom home and a middle school.

Students competed against over 9000 national competitors. One of my students placed in the semi-finals of the West Point Bridge Competition

Served as a substitute teacher, implemented lessons assigned by the permanent instructor. Managed the behavior of students in order to ensure the most productive classroom atmosphere is maintained.

Provided math tutoring services in Algebra I, Algebra II, Geometry, Pre-Calculus, and Senior-Level Math to students enrolled at El Dorado, Americas, Options, and K.E.Y.S. Academy high schools.

**ACADEMIC OPPORTUNITIES ACADEMY  
SUPERINTENDENT****2010 – Present  
El Paso, Texas**

Provide a new model for our school that is individualized for each student. Prepare them for a well paying career, engage them in any post high school education, and provide the student with a job and life skills for our modern world.

- Oversee development, implementation of objectives, and long-range plans for curriculum, instructional evaluation, and improvement; maintains open lines of communication including cooperative relationships with school staff, Community Advisory Groups, parents, businesses, non-profits, elected political representatives, and the community.
- Maintain adequate records, including a system of financial accounts, inventory, property records, personnel records, school population, and scholastic records; administer records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.
- Supervise methods of teaching and administration, including evaluation of teaching staff according to law and other staff according to school policy; establish and maintain efficient procedures and effective controls for all expenditures of school funds.
- Developed charter school applications for New Mexico, Texas, and Indiana.

**EL PASO COMMUNITY COLLEGE  
DEVELOPMENTAL MATH INSTRUCTOR****2010 – Present  
El Paso, Texas**

Provided instruction in all related duties required by EPCC; teaching: Math 0301, Math 0303, and Math 0305 courses at the various El Paso Community College campuses.

**EL PASO COMMUNITY COLLEGE  
MATH TUTOR****2010 – 12/2010  
El Paso, Texas**

Responsible for assisting in the daily operation of the tutoring center in providing tutorial instruction for students and in the understanding and preparation of course assignments, from Developmental Math to Calculus I, including Statistics.

- Provided educational assistance in mathematics to students which include improving understanding and comprehension of the subject; assist in tracking student performance; provided feedback to instructors where applicable; performed other duties as assigned.



**PROFESSIONAL EXPERIENCE** *(Continued...)*

**ACADEMIC TUTORING SERVICES (GADSDEN ISD)**

**MATH TUTOR**

**2010 – 2010**

**Sunland Park, New Mexico**

Provided tutoring services in mathematical concepts. Mentored and assisted individuals and groups with lesson assignments to present and reinforce mathematical learning concepts.

- Established a solid identification process and create an engaging one-on-one atmosphere to reach students at all levels; encouraged and evaluated students' self-esteem developed confidence; promote a hands-on educational approach and constant communication with parents regarding student progress and learning abilities.

**RESPONSIVE EDUCATION SOLUTIONS, INC.**

**ASSISTANT PRINCIPAL**

**2008 – 2009**

**El Paso, Texas**

Directed all aspects of administration, instruction, and student disciplinary matters at this multicultural school with a student enrollment of 150.

- Oversaw and directed teachers, educational assistants, administrative support personnel, security, and custodial staff; evaluated the staff in the performance of their job duties and complete consistent and ongoing performance reviews to ensure the staff is productive, accountable, and successful in their positions.
- Managed the selection, assignment, and evaluation of certified staff members for tutoring and other programs for academic improvement.
- Participated in the establishment of budget objectives, analyzed needs and developed current and long-range plans for the school operation; assisted in monitoring, reviewing, recommending, and established programs to appraise ways to redirect teaching to improve overall TAKS scores.

**YOUTH DEVELOPMENT INC.**

**MATHEMATICS TUTOR**

**2007 – 2008**

**Sunland Park, New Mexico**

Designed, planned, and administered instruction to develop student's abilities in mathematics for Gadsden Independent School District; conduct student ability reviews and prepare curriculum to meet standardized levels in mathematics.

- Accountable for the care and development of students, created an engaging one-on-one atmosphere, and established a solid identification process to reach students at all levels.
- Oversaw and prepared all paperwork and testing, ensured compliance with regulatory and accrediting entity specifications meeting federal, state, and local standards serving as a technically proficient team members dedicated to learning outcomes.
- Served as the liaison between parents, staff, and administrators communicating and documenting appropriate information regarding student-learning issues.

**ALBUQUERQUE PUBLIC SCHOOLS, ALBUQUERQUE, NEW MEXICO**

**2004 – 2006**

*Worked through a series of progressive roles based on the strong demonstrated capacity to lead and coordinate multiple concurrent projects.*

**PRINCIPAL / ASSISTANT PRINCIPAL**

Directed all aspects of administration, instruction, and student disciplinary matters at this multicultural high school with a student enrollment of over 500.

- Oversaw and directed a staff of over 50 teachers, coaches, educational assistants, administrative support personnel, and custodians demonstrating the ability to build and maintain strong relations.
- Participated in the selection, assignment, and evaluation of certified staff members obtained commitments for tutoring and other programs for academic improvement.

**MATH TEACHER**

Provided instruction in mathematics concepts, assisting them and maintaining an environment conducive to learning. Worked with students to desire knowledge in mathematics.

**PROFESSIONAL EXPERIENCE** *(Continued...)***NATIONAL EVALUATIONS SYSTEM, INC.  
TEST PROCTOR (PART-TIME)****2005 – 2006  
Albuquerque, New Mexico**

Served as a Test Proctor for New Mexico Teachers for this educational testing company that develops and administers customized teacher certification testing programs and other assessment programs in higher education; scheduled and administered paper exams, and ensured exam legitimacy.

**SYLVAN LEARNING CENTERS  
MATHEMATICS TUTOR (PART-TIME)****2001 – 2002  
El Paso, Texas**

Served as math tutor providing structured and intense instruction for small groups of up to three students between grades K-12 to prepare them for the Texas Essential Knowledge and Skills requirements Exam; created an engaging atmosphere to reach students at all levels.

**EL PASO INDEPENDENT SCHOOL DISTRICT  
ASSISTANT PRINCIPAL / TAKS COORDINATOR / MATH TEACHER****1992 - 2004  
El Paso, Texas**

Assisted in monitoring, reviewing, recommending, and establishing programs to apprise ways to redirect teaching to improve overall TAKS scores; dealt directly with students, parents, board members, and the superintendent promoting continuous evaluation of instructional programs and systematic assessment of student learning outcomes.

**ADDITIONAL PROFESSIONAL EXPERIENCE**

Following are additional positions held that highlights leadership, strategic planning, and instructional management experience:

<b>Math Tutor (Part-time) Lee and Beulah Moor Children's Home, El Paso, Texas</b>	<b>1995 – 1996</b>
<b>Mathematics Instructor/Math Tutor, University of Texas at El Paso</b>	<b>1993 – 1999</b>
<b>General Contractor (Owner), Texas Dynamics, Los Angeles, California</b>	<b>1986 – 1992</b>
<b>Civil Engineer Corps Officer, United States Navy, Millington, Tennessee</b>	<b>1984 – 1988</b>
<b>Planning Division Designer, LACU School District, Los Angeles, California</b>	<b>1977 – 1978</b>

**OTHER PROFESSIONAL EXPERIENCE**

Freight Agent, Burlington Northern Santa Fe Logistics	July 2009 – December 2009
Freight Agent, England Logistics, Salt Lake City, Utah	March 2009 – July 2009
Over the Road Truck Driver, Covenant Transport, El Paso, Texas	2006 – 2007

Founding Member (2 of 2) Wesley P. Clarkson, M.Div.

**Educational Expertise: Public and Private School Teacher**

During the 1988 to 1990 school years I was a math teacher at Fabens High School in Fabens, Texas, a rural community just east of El Paso, Texas. I taught Algebra 1 & 2, Geometry and Consumer Math. Then for the 1990-1991 school year I taught ESOL and ESOL math at Henderson Middle School, El Paso ISD in El Paso, Texas. During the 1991-1993 School years I taught ESOL math and ESOL social studies at Terrace Hills Middle School, El Paso ISD. In the middle of the 1992-1993 school year I was promoted to Assistant Principal (see below).

In the 2005 - 2006 school year I returned to teaching, working as a math teacher at Ross Middle School, El Paso ISD. During the 2006 - 2008 school years I taught mathematics at Mountain View High School, Clint ISD, which is located in a rural area just outside of El Paso, Texas. During the 2008 - 2010 school years I taught math at Socorro High School, Socorro ISD in El Paso. During these four years I taught all high school math courses except for Calculus.

In June 2010 I retired from public education in Texas and I have worked as a tutor and recently (just in 2012) I have been teaching at New Horizons Home School Academy, a private school in El Paso.

**Educational Expertise: Campus Administrator**

In the middle of the 1992-1993 school year I was promoted to Assistant Principal at Morehead Middle School, El Paso ISD. I was transferred to Wiggs Middle School for the 1993 - 1994 school year and then promoted to a position at the central office in the middle of that school year.

Later I came back to campus administration when I worked as the Director of Paso del Norte Academy, a charter high school in El Paso. I worked in this position during the 2003 - 2005 school years. This position was more-or-less equivalent to a principal's job at a regular public school, but also included responsibilities for preparing budgets, as well as administering and reporting on all entitlements.

**Educational Expertise: Central Office Administrator**

At the end of November 1994 I was promoted from my assistant principal position to be the Staff Development Specialist in charge of Administrator Training for El Paso, ISD. I worked in this position from November 1994 until July 1998. The work consisted of developing, planning and coordinating all training activities for the administrative employees for a district with 75 campuses.

In the summer of 1998 the school district was reorganized and my new assignment was Team Leader for the Jefferson High School feeder pattern, which consisted of a regular high school, an independent health magnet high school, a middle school and four elementary schools. During my time at this position I was also the founding principal of Delta Academy, a school that served the incarcerated youth in the county facility. Delta academy also included teachers working at the El Paso Psychiatric Hospital and teachers working at two psychiatric transition classroom located on campuses in my feeder pattern. I



also served as the mathematics and the social studies curriculum coordinator for the three feeder patterns grouped together under the associate superintendent for whom I worked.

In 2001 the district was reorganized again and I was assigned to a centralized curriculum department where I worked as the Facilitator in charge of the Gifted and Talented Program. I worked at this job until June 2003 when I left to be the director of Paso del Norte Academy (see above under Campus Administrator).

#### Educational Expertise: Independent Contractor for Curriculum Development and Textbooks

During my early teaching years, specifically 1990 onwards, I began to experiment with the idea of using a mastery teaching approach that combined work on computers, classroom instruction, and repetitious review and quizzing of basic math skills that students were weak in. Over time, since most of my classrooms lacked computers for students to use, I have developed a series of quizzes, puzzles, cooperative learning activities and several styles of worksheets that can be used to force students to review and practice specific skills necessary for success in mathematics.

During my years as an ESOL teacher I began developing lessons that integrated a lot of reading into the mathematics lessons for the lowest levels of ELLs. These lessons I turned into a book, *Mathematics for New Speakers of English*, which is still marketed by Saddleback Educational, a publisher of ESOL and Bilingual materials.

In 2005 I was contracted to write a series of bilingual interactive tutoring lessons which included parallel language scripts, video production, and multimedia display that is presented through an internet interface. The subject matter was middle school mathematics and science. The lessons were produced for Families First: IMaGine Learning, Global Information Gateway, Inc.

#### Educational Expertise: Independent Contractor for Assessment Development and Alignment

Beginning in 2001 I worked for a variety of companies as an independent contractor in the field of assessment. My duties have included writing items, editing items and tests, aligning items to a wide variety of state standards and coordinating the development of assessments. The following list includes these contracts and experiences.

2001: Contracted to write test items for the state exam in New Hampshire by Tri-Lin Integrated Services, 6326 Sovereign St, San Antonio, TX 78229

2003: Contracted to write test items for practice TAKS tests in mathematics at grades 3, 4, and 5 by Tri-Lin Integrated Services, 6326 Sovereign St, San Antonio, TX 78229

2006 - 2007: Contracted to write test items for TEXES tests in mathematics for middle school and high school levels by Oak Hill Technology, Inc. 12505-A Trail Driver Austin, TX 78737 Dr. Dave Williams, Project Manager, 512-288-0008

2007: Contracted to write 450 test items for the Texas Mathematics Diagnostic System by Oak Hill Technology, Inc. 12505-A Trail Driver Austin, TX 78737. This is a Texas Education Agency project. My assignment included 8th grade math, Algebra I, Geometry, and Algebra II.

2008: Contracted by Tri-Lin Integrated Services to write approximately 800 test items for the PPAA, the new state test for Puerto Rico that was field tested in the 2008 - 2009 school year. Items were written in Spanish and covered 3rd, 4th, 5th, 6th, 7th, 8th, and 11th grade mathematics. Vicente Jaime, the project coordinator was my contact at Tri-Lin Integrated Services, 6326 Sovereign St, San Antonio, TX 78229

2008: Contracted to write 50 test items for practice tests for the Mississippi state assessment by Oak Hill Technologies, Inc. (see below for contact information.)

2009: Contracted to write 3rd and 4th grade tutoring curriculum to be used in Puerto Rico schools. (See contact information below for Tri-Lin Integrated Services.)

2009: Contracted to write an additional 250 test items for the PPAA



2010 – Present: Test Development Specialist (contract work) for Riverside Publishing. Work involves editing and checking test items for accuracy.

2010: Contracted to write an set of 11th grade practice tests to be used in Puerto Rico schools. 2011: Contracted to write and edit assessment items for Revolution Prep, a California provider of online assessment materials.

Other Experience: Southern Baptist Pastor and Foreign Missionary

Following my graduation from Southwestern Baptist Theological Seminary, I served as the pastor of a church in Belen and later in Las Cruces. After this I worked in Spain as a missionary church planter. I returned the the states in 1988 and began my career in teaching.

## **Joe Sandoval**

**4212 Park Hill Drive  
El Paso, Texas 79902  
(915 309-8313)**

**I have been self-employed my entire adult life. This is the first time I ever needed a resume.**

**1989 to Present**

**Self-Employed**

**I have invested in income generating properties. I have done the renovations, repairs, finding of tenants, collection of rent, evicting of tenants, and all other necessary tasks as needed.**

**1982-1989**

**Fiesta Fabrics**

**I started, opened, operated, and managed Fiesta Fabrics. I sold the business in 1989.**

**1989-1993**

**Carpet Interiors**

**I started, opened, operated, and managed Carpet Interiors. I sold the business in 1993.**

**1962-1982**

**Sandoval Used Furniture**

**As a young boy I helped my father in his used furniture store Sandoval Used Furniture. I was his apprentice until I graduated from high school. He taught me how to operate a business, to do my own marketing and advertising, do my own bookkeeping, to negotiate business deals, to hire, fire, and manage my employees, to design, make and repair furniture, to do upholstery work, to paint and stain furniture, to make repairs and remodel the store. When I graduated from high school I took over all operation and management of the store from my father. Sandoval Used Furniture 1982 – 1962**

**1972**

**Graduated from Austin High School in El Paso, Texas**

## **Benjamin W. Tice, Jr.**

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### **Objective**

To be an Administrator in the Texas Public School System.

### **Employment**

#### **2011 to 2013 – Texas Agrilife Extension Service Texas A&M County Extension Agent for 4H and Youth Development**

I am responsible for planning, implementing, and evaluating Extension educational programs in the County in accordance with policies and procedures of the Texas Agrilife Extension Service and under existing agreements between the Texas A&M University System, The U.S. Department of Agriculture and the County Commissioners Court. My main area of focus is with 4H and Youth Development curriculum both within and outside of a school setting.

#### **2010-2011 Burnham Wood Charter Schools El Paso, Texas Assistant Superintendent/Principal**

Responsibilities included central office duties along with all Principal duties expected at a 500 student, K-12 Texas public school.

#### **2004-2010 El Paso Academy Public Charter Schools El Paso, Texas Superintendent**

Responsibilities include inspiring, leading and guiding every member of the administrative, instructional, and support services staff of our professional learning community in setting and achieving the highest standard of excellence. Responsibilities extend to all phases of the educational program, to all aspects of the financial operation, to all functions of the physical plant, and to the conduct of such other duties as may be assigned by the School Board.

#### **2002 – 2004 Helen Ball Elementary School El Paso, Texas Assistant Principal**

Responsibilities included appraisals of faculty, paraprofessionals and monitors. I oversaw grade reports, all testing, PEIMS, special programs (special education, bilingual, Title I, S504, and OEYP), student discipline, and facilities maintenance and was in charge of the school in the principal's absence.

#### **2000-2002 Americas High School El Paso, Texas Assistant Principal for Curriculum and Scheduling**

Responsibilities included appraisals of faculty, paraprofessionals and monitors. I oversaw grade reports, all testing, the master schedule, PEIMS, special programs (special education, bilingual, Title I, S504, and OEYP), student discipline and facilities maintenance. I also oversaw the Career Academy for Teachers and COSMOS math and science programs.

#### **1993 – 2000 Cathedral High School El Paso, Texas Academic Assistant Principal**

Supervised over 40 teachers and oversaw curriculum design and implementation of the academic program. Responsibilities included developing the master schedule as well as coordinating all academic committees and department chairs to produce vertical and horizontal alignment of concepts, skills and experiences of the students.

#### **1990– 1993 Cathedral High School El Paso, Texas English Teacher**

Taught six sections of Sophomore English. Responsibilities included moderating

the yearbook and Academic Decathlon Team.

**1989–1990      San Elizario High School      San Elizario, Texas**

**English Teacher**

Taught six sections of Creative and Practical Writing to students from all grade levels. Responsibilities included moderating the freshman level and writing the curriculum guide for my classes.

**1987–1989      Our Lady of Assumption School      El Paso, Texas**

**English Teacher**

Taught English grammar, composition and literature along with Texas and World History to 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students.

**Education**

**University of Texas at El Paso      El Paso, Texas**  
**Doctor of Education Administration - ABD**

Doctorate work completed in Educational Leadership specializing in multi-culturally diverse areas.

**1987      University of Texas at El Paso      El Paso, Texas**  
**MA - Sociology/Anthropology**

**1976      University of Texas at El Paso      El Paso, Texas**  
**BA - Mass Communications**

**References**

Mr. Scott Munden, School Board President

Mr. Larry Baskind

Ms. Paula Wulff

Ms. Norma Garrett

**Accreditations**

Had Received Superintendent Certification

Had Received Principal Certification

ILD/PDAS

Secondary Teaching Certification/Reading and English

**Professional memberships**

Association for Supervision and Curriculum Design

TASA

Texas Association of Secondary School Principals

**Awards**

Received a bi-national award from the Governor of Chihuahua, Mexico for my role in facilitating the development of computer labs in the poorer public schools of Mexico.



*Ellen Liberatori*  
*U.S. mobile 815 545 0014*  
[\*ellen@bitstream.net\*](mailto:ellen@bitstream.net)  
[\*el81@nyu.edu\*](mailto:el81@nyu.edu)

## **CAREER INFORMATION**

### *Grantwriting, Fundraising Consulting and Institutional Development*

#### **Fundraising and Organizational Development Consultant – Most Recent Contracts November 2011 - Present**

- **Pace University, New York, NY**-grant writing and procurement for The School of Education, STEM Education National Science Foundation DRK-12 proposal.
- **The Archive for Research in Archetypal Research, New York, NY** -providing a wide range of fundraising and capacity-building assistance both in direct proposal writing and planning, as well as coaching and directing of an overall fundraising plan for the agency.
- **Bangladeshi American Community Development Youth Services, Brooklyn, NY** - developing a seed grants for volunteerism, general support and community event. Assisting in developing a fundraising tool kit and the necessary attachments for applications.
- **Little Pink Houses of Hope, Burlington, NC**- providing grant proposal writing and fundraising planning for a start-up non-profit organization that provides support services and retreat opportunities for families facing cancer and health challenges.
- **Academic Opportunities Academy, El Paso, TX**- providing strategic planning and organizational development consulting/coaching for the successful application to the Texas Educational Agency for a charter school serving underserved middle school students.
- **Internews- Washington, DC**- senior editor for a 150 page national study report of communications and radio use in South Sudan.

#### **Senior Foundation Officer-New York University**

##### **Corporate and Foundation Relations, New York, NY Sept 2007- June 2012**

Job duties included high volume output in *prospect research* and *grantwriting* through a variety of foundation industry tools: letter of inquiry, concept papers, and full proposals. Submitted over 150 requests annually. Also, provided project management and grantseeking strategic plans for projects in six of the fourteen school and a few of the centers within the University including: the Division of Libraries, the Steinhardt School of Culture, Education, and Human Development, the Institute for the Study of the Ancient World; the College of Nursing; the Glucksman Ireland Cultural House; the College of Dentistry, the Gallatin School of Individualized Study, and the Center for Dialogues.

#### **Program and Grantseeking Consultant**

##### **The Population Council, Cairo Egypt 2005-2008**

Primary grantseeking and fund development function for grants procurement and communications. Involved in program architecture, evaluation, fund development, program analysis, and grantwriting for a number of special projects and grants. Provided the design strategy for the national scale-up of a program focusing on sexual reproductive health rights of women and girls in Egypt, and also worked on projects for maternal and child healthcare.

#### **Program Analysis, Evaluation Consultant and Annual Report Writing**

##### **The Sawiris Foundation for Social Development, Cairo Egypt 2006-2007**

#### **Organizational Development Consultant and Grantswriter**

##### **The Nature Conservation of Egypt, Mohandiseen, Egypt 2006**

**Fund Development and Grantswriter**  
**The Rye Nature Center, Rye New York 2006 (6 month consultancy)**

**Organizational Development, Strategic Planning and Fundraising Consultant**  
**The Readers of Homer, New York, NY 2006 (6 month consultancy)**

**Strategic and Business Development Consultant and Leadership Training**  
**Community Support Agency, Cairo Egypt 2005**

***Leadership Administration, Management, and Fundraising***

**Executive Director**

**West Bank School of Music -Mpls, MN 1997-2003** Worked closely with the board of directors and the community to develop a large scale fundraising and operations plan that helped transition the School from being founder-driven to more community driven. Supervised over 25 adjunct teachers and worked on the whisper stage of a capital campaign to renovate and upgrade the facilities. Main catalyst and grant writer for fund development.

**Program Officer**

**Grotto Foundation - Saint Paul, MN 1997-2003** - Managed a large portfolio of strategic grants for one of three foundations created by James J. Hill, railroad founder of the late 1800's.

**Executive Director**

**Give to the Earth Foundation - Blaine, MN 1993-1997** - Provided leadership and management for a portfolio of grants for a global network for the Aveda Corporation and Horst Rechelbacher Family to make grants to support ecology, education, and humanitarian and aid relief efforts.

***Teaching, Training, and Facilitation***

**New York University, New York, NY 2008 -Present Full Adjunct Instructor;** Course: *Strategic Grantmaking in the Arts (Evolving an Arts Culture in Society); Strategic Planning in the Non-Profit Sector and Corporate and Foundation Philanthropy* through the Heyman Center for Philanthropy.

**The Loft Literary Center, Mpls, MN 2007 - ongoing** Class and workshops entitled, "*The Business of Writing, Guide to Getting Arts Grants.*"

**Instructor Minnesota**

**Minneapolis Community College, 1988-2003-** Instructor for two courses in development and grantsseeking, "*Grantseeking Strategies for the 90's*" and "*Getting Started -Writing the Grant Proposal.*"

**University of Minnesota, Open U 1988-2003-** Instructor for a course in grantseeking basics and non-profit development. Author of "*Grantseeking Strategies for the 90's.*" Also, instructor for a course in creativity skills development, "*The Artist's Way*" providing tools to assist the emerging and seasoned artist in integrating creativity in their daily life.

**Non-Profit Development Training Minnesota 1990-2003**

State of Minnesota - Jobs and Training Division  
Community Action Programs Association  
Anderson Community School  
Lutheran Brotherhood  
Washburn Community Education  
Edina Community Education

NSFRE Forum  
Education, Marketing, and Research, Inc

**Mountains and Rivers Consulting (my business name)**  
**Client List Grantwriting, Organizational Development, Fundraising**  
**and Business Consultant 1989-Present:**

*Education*

Pace University, New York, NY  
Academic Opportunities Academy, El Paso, TX

*Ecology and Environmental Organizations*

Canadian Rainforest Network – Vancouver, British Columbia  
Friends of the Mississippi - St. Paul, MN  
Hmong Nature Research Center-St. Paul, MN  
Nature Conservation of Egypt- Cairo Egypt  
Round River Conservation Studies - Salt Lake City, UT  
Rye Nature Center – Rye, New York  
Standing Cedars Land Trust/ The Philadelphia Farms- Osceola, Wisconsin

*Women's Empowerment and Leadership*

Business Leadership Network - Mpls, MN  
Community Support Association, Cairo, Egypt  
Ford Foundation - Cairo, Egypt  
Lao Mothers and Girls Alliance - St. Paul, MN  
Madii Institute - Corcoran, MN  
Women's Initiative for Self Empowerment - St. Paul, MN  
The Population Council-Cairo, Egypt  
Forcier Consulting-Internews- Juba, South Sudan

*Youth and Challenged Youth*

Freedom Youth Academy - Washington, DC  
Growing Communities For Peace - Marine on the St. Croix, MN  
Center for Developing Writers - Minnetonka, MN  
Center for Asians and Pacific Islanders - Mpls, MN  
Portage for Youth - St. Paul, MN  
Osiris Organization - Mpls, MN

*Health and Mental Health*

Minnesota Institute for Acupuncture and Herbal Studies St. Paul, MN  
National Association for Rights Protection and Advocacy - St. Paul, MN  
South Metro Human Services - St. Paul, MN  
Little Pink House of Hope – Burlington, NC

*Arts*

Archive for Research for Archetypal Symbolism - New York, NY  
St. Anthony Arts Guild - St. Anthony, MN  
Thursday Musical - Mpls, MN

*Micro-Business, Business and Organizational Development*

Hmong Cultural Center - St. Paul, MN  
Land O'Lakes Int'l and the International Indian Treaty Council - Mpls, MN  
Voluntary Action Center - St. Paul, MN

*Ellen Liberatori Resume'*  
February 2014

Jungian Psychoanalyst Association - New York, NY  
Facemasks Productions - New York, NY

*Philanthropy*

Grotto Foundation - St. Paul, MN  
Sawiris Foundation for Social Development – Cairo, Egypt

**Writer and Editor**

**Writer and Editor (and graphic designer)**

**Ford Foundation Cairo Egypt November 08- July 09**

*Made to Sustain and Flourish—Advancing Sexual and Reproductive Health in Academic and Research Institutions for the Middle East North Africa Region: Documentation and Lessons Learned*, 46 pages, Egypt; August 2009  
*Letting Flowers Bloom—Summary of the Efforts of the International Conference on Population and Development*, 63 pages, Egypt August 2009

**Author**

*Guide to Getting Arts Grants* **Allworth Press, NY, New York, USA 2005/06**  
*Totally Fit in your 30's and 40's* **Devine Multi-Media Publishing, St. Paul, and MN 1989-1991**  
*School and Class Brochure*—writing, editing quarterly **West Back School of Music 1997-2003**  
*Faculty Newsletter*— writing, editing quarterly **West Back School of Music 1997-2003**  
*An Contraire Newsletter*— national newsletter for rights advocacy in mental health **Mental Health Association of MN 1986-1991**

**Freelance Copy Writer Community Times, Cairo, Egypt 2004-2006**

*Haitham: Creator of the Bizarre* Issue 126, July 2006  
*The Art of Architecture-The Story of Rami & Soheir*; Issue 124 May 2006  
*The Art of Painter: Salah Enani*. Issue 124 May 2006

**United Nations Development Program 2005/06 Report and Evaluation Writer**—Providing editorial management, writing, and program expertise on two –four year studies for sexual and reproductive health and education programs in Cairo.

**Poet Residencies - 1997 Powderhorn Schools; St. Paul Academy**

Author of the curriculum, *The Poet's Café* – a literary and poetry curriculum emphasizing sound, word, and the fundamentals of poetry written for MN Graduation Standards for 4-6<sup>th</sup> grades.

**Poetry and Other Publications 1984-Present**

*Getting Arts Grants*— published 2011 with Chamber Music America for their online consumer workshop  
*House on the Red Sea* published in May 2005 volume of *The Kings English*  
*Liberator* was published as part of an online record for *Poets Against the War*  
*Pinging You* as the script for short film, *My Morning Your Night*, by Ted Cieselski, director  
*How to Write an Article* published 1997, *The Writers Ink*  
*Cabin Fever* published 1998, *The Community*  
*We The People* Essay Competition Rockford Chapter of the Daughters of American Revolution 2<sup>nd</sup> place award city-wide competition 1967 (age 10)

**Poetry Readings**

First reader for poetry reading with Michael Morical, Mount Union, Pa May 7, 2008  
Ongoing – Cornelia Street Café- Greenwich Village, New York



## Licenses

Licensed Social Worker /Psychological Counselor 1980 –Active Status Minnesota license-  
Licensed Nurse 1975-1982 Inactive Status Illinois, Colorado, and Minnesota

## EDUCATION

**New York University – Gallatin School of Individualized Study** – self-designing coursework for a master's program, entitled, *The Myth of the Hero and Heroine in Modern Day Leadership Theory and Practice*.

**University of Minnesota, Department of Psychiatry and Social Work, 1980-1984**  
Bachelor of Applied Studies

**University of Minnesota, Organizational Effectiveness Generalist, 1980-1982** Two year curriculum focus incorporating the functional roles of planner, researcher, administrator, broker, counselor, educator, and advocate.

**Poetry Masters Class, Sept 2006** with former Poet Laureate of the U.S., Billy Collins, Lehman College, Bronx, New York

## OTHER

**Bush Foundation Leadership Finalist 2002**, self-designed program to obtain a master in public affairs/international development at the Kennedy School of Government, at Harvard University.

**Former Member of Women in Philanthropy**

**Former Member of The Women Who Really Cook Network**

**Member of Women in Development**

## Technology and Computer Applications Proficiencies

Excellent skill, versatility, and expertise in: MS Office, including: Word, Excel, Publisher, Outlook, and Power Point. I am also seasoned and fluent in working with Adobe products.

## References:

Maureen Bannon- Director of Development New York University  
Amy Sanchez, Director, Casa Esperanza, St. Paul, MN  
John Minczeski, Teacher and Poet, Hamline University  
Abeer Salem Program Director, The Aga Khan Foundation  
David Gergen, Journalist and Professor, Harvard University  
Billy Collins, Professor and Poet, Lehman College

# Joaquin Moreno

4010 Flamingo El Paso TX 79912 • (915) 532-6846  
[jmoreno466@gmail.com](mailto:jmoreno466@gmail.com)

- Dedicated and technically skilled multimedia professional with a versatile administrative support skill set developed through experience as professional photographer, business manager, assistant manager and office clerk.
- Excel in resolving employer challenges with innovative solutions, systems and process improvements proven to increase efficiency, customer satisfaction and the bottom line.
- Offer advanced computer skills in Adobe Suite and other multimedia applications/systems. Experience in various computer programs including data base, video, photography and data recovery.

## Key Skills

<ul style="list-style-type: none"><li>• Professional Photographer</li><li>• Professional Videographer</li><li>• Slideshow Presentations</li></ul>	<ul style="list-style-type: none"><li>• Web Development</li><li>• Use and maintenance of multimedia equipment</li><li>• Report &amp; Document Preparation</li></ul>	<ul style="list-style-type: none"><li>• Records Management</li><li>• Meeting &amp; Event Planning</li><li>• Staff Development &amp; Training</li></ul>
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## Experience

Sunset Photography	1989 to Present
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### **Manager,**

Managing a multimedia business for more than 20 years.

### **Experience:**

- Bilingual and bicultural in Spanish/English. Minimum supervision required, ability to multitask, knowledge of office software.
- I have taken training courses in HTML, CSS, Flash, Dreamweaver, Photoshop, Premiere, Lightroom.
- Ability to communicate with executives, religious leaders and the general public in English and Spanish.
- Responsible for accounting, sales, marketing, hiring and training of personnel.
- Purchase and implementation of computer and audiovisual equipment. Integration of hardware and software for business solutions. It was my duty to asses new

technologies such as minilabs, digital cameras, scanners, video projectors, harddrives and video cards and install them in the computers. I can build pc's from the ground up.

- It was my responsibility to design and develop multimedia programs for customers. The programs often included presenting sldeshows, designing logos, designing brochures, designing posters, designing postcards, photography and digital video.
- I often have to give presentations and I'm very comfortable handling a graduation group of 300 people. I was a member of Toastmasters so I'm familiar with public speaking techniques.
- I have the ability to work effectively in fast paced settings and producing results in time limited situations.
- Office management skills were performed daily: invoicing, billing, typing 45+wpm, filing, customer service, managing a calendar and financial transactions. Multitask oriented. Verbal and written communication skills in English and Spanish.

Sombrero's Restaurant 220 East Anderson Lane Austin, TX 78753	1988-1989
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**Assistant Manager,**

Responisble for accounting and administration. Design of marketing material and advertising campaigns. Orientation and training of employees. Marketing campaigns and advertising.

**Results:**

- Increased sales through creative advertising.

Lowrey Organ Center 8401 Gateway Boulevard West El Paso, TX 79925 (915)778-8282	Dec 1983- Dec 1986
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**Assistant Manager,**

Salesman, assisted in orientation and training of personnel, kept inventories, instructed group classes.

**Results:**

- Increased sales by opening a seasonal store and giving music lessons.

Furr's Cafeteria Mesa and Balboa Street	Feb 1982-Dec 1983
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**Dishwasher,**

Dishwasher cleaning, moping and sweeping

**Results:**

- Promoted to making cakes when necessary.

## Education

University of Texas at Austin 1 University Station, B6004 Austin, TX 78712	1989
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***Academic Diploma GPA 2.92***

***Bachelor of Arts - Economics***

Universite Libre de Bruxelles - Avenue Franklin Roosevelt 501050 Bruxelles 32 2 650 2111	1985
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***French Studies***

## Organizations

***President Mexican Student Association***

***Toastmasters - Public Speaking***

***WPPI - Wedding Professional Photographers International***

***WEVA - Wedding and Events Video Association***

## References

- Tony Guerrero 8233 Villa Alegre El Paso, Tx. 79907 (915) 249-6935
- Daniel De La Rosa 204 Three Rivers Dr. El Paso, Tx. 79912 (940) 882-0393

## Special Skills

Bilingual/Bicultural in English and Spanish

Professional Photographer

Professional Videographer

Web designer

Certified Data Recovery