

Required Appendix A

Unit	Topic	Lesson	Lesson Objectives
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Computer Science I**Course Orientation and Course Overview****Introduction**

- Describe some careers found in this field
- Describe the goal of the course
- List some of the projects that you will complete in the course
- List tips for achieving academic success in the course

Start the Course

- Identify computer requirements
- Learn how to move through the course
- Switch between windows

Set Up Your Computer

- Find files and folders on a computer
- Make a course folder
- Set up a computer to show the List folder view and file name extensions

Set Up a Browser and Install Software

- Download and install a zip utility
- Download and unzip course resources
- Install software
- Set up a web browser
- Zip and unzip files and folders

Research and Citation

- Define plagiarism and citation
- Identify sources of trustworthy information

Additional Materials

- Define copyright
- List the top 5 netiquette rules

Starting with Python**Draw a Line**

- Learn about programming and Python
- Use the Python (command line) window
- Use the Python turtle program to draw a line

Unit	Topic	Lesson	Lesson Objectives
			Draw Shapes <ul style="list-style-type: none">Change the color of the turtle's linesDraw a circle using the circle() commandDraw a square and a triangle using the circle() commandDraw a square using the forward() and right() commands
			Write a Program <ul style="list-style-type: none">Save and run a programUse the exitonclick() commandUse the IDLE Python Shell and text editorWrite a program to draw two squares, a circle, and a triangle
			Assignment 1A <ul style="list-style-type: none">Add on to your work from this unitCheck your added on workCheck your work from this unitCompress (zip) your filesSubmit your compressed files to your instructor
			Assignment 1B <ul style="list-style-type: none">Check your work from this assignmentCompress (zip) your filesFix the errors in a programSubmit your compressed files to your instructor
			Assignment 1C <ul style="list-style-type: none">Check your work from this assignmentCompress (zip) your filesCreate new work using skills from this unitSubmit your compressed files to your instructor
			Study Guide and Quiz <ul style="list-style-type: none">Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Graphical Hello World**Draw an H**

- Compare code written in different programming languages
- Identify the X and Y coordinates of points on a grid
- Move the turtle to draw a capital letter H
- Use coordinates and the goto() command to move the turtle to a specific location
- Use the penup() and pendown() commands to stop and start drawing

Comments and Spaces

- Add comments to the code to help explain it
- Identify the purpose of comments
- Write code to draw spaces between letters
- Write code to draw the letters E, L, and O

Define a Function

- Define the code that moves the turtle to its start location as a function
- Identify the purpose of functions and arguments
- Save the hello.py program as a new file
- Use whitespace to correctly format function definitions

Define the Letter Functions

- Call the draw_space() function inside the letter drawing functions
- Define the different parts of the letter drawing program as functions
- Organize function definitions and function calls in the correct order

Assignment 2A

- Add on to your work from this unit
- Check your added on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 2B

- Add comments to code to help explain it
- Check your work from this assignment
- Compress (zip) your files
- Fix the errors in a program
- Submit your compressed files to your instructor

Unit	Topic	Lesson	Lesson Objectives
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Assignment 2C

- Check your work from this assignment
- Compress (zip) your files
- Create new work using skills from this unit
- Submit your compressed files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Variables**Values and Variables**

- Assign values to variables
- Define values and identify types of values
- Define variables and identify the purpose of variables
- Identify rules for naming variables
- Use strings, integers, floating point numbers, and operators

Changing Variable Values

- Change the value that is assigned to a variable
- Create values that contain operators
- Use concatenation to combine strings

Functions and Variables

- Declare variables for use in the hello_by_variables program
- Identify reasons for using variables instead of values
- Modify variable values with operators
- Use variables with functions

Finish Adding Variables

- Declare more variables for use in the hello_by_variables program
- Modify variable values with operators
- Use the input() function to prompt the user for a pen color and width
- Use variables with functions

Assignment 3A

- Add on to your work from this unit
- Check your added on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Unit	Topic	Lesson	Lesson Objectives
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Assignment 3B

- Add comments to code to help explain it
- Check your work from this assignment
- Compress (zip) your files
- Fix the errors in a program
- Submit your compressed files to your instructor

Assignment 3C

- Check your work from this assignment
- Compress (zip) your files
- Create new work using skills from this unit
- Submit your compressed files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Loops**The for Loop**

- Learn about looping, the for loop, and iterator variables
- Slow down the turtle
- Use for loops with the range() function
- Use the print() function

Continue Looping

- Change the angle of the turtle's turns to draw different shapes
- Comment out code
- Create multiple turtles and draw with them at the same time
- Define object, class, and instance

Loops and Bugs

- Learn about types of bugs and debugging techniques
- Put the HELLO() function in a for loop in order to draw the word several times
- Use the iterator variable to change the look of the letters each time HELLO is drawn
- Write a HELLO() function definition made up of the draw letter functions

Unit	Topic	Lesson	Lesson Objectives
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Assignment 4A

- Add on to your work from this unit
- Check your added on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 4B

- Add comments and code to a program
- Check your work from this assignment
- Compress (zip) your files
- Fix the errors in a program
- Submit your compressed files to your instructor

Assignment 4C

- Check your work from this assignment
- Compress (zip) your files
- Create new work using skills from this unit
- Submit your compressed files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

A Drawing Program

IDLE Preparation

- Check the Windows shortcut or Mac OS X app for running IDLE in an alternate mode
- Learn about file managers and file paths
- Learn about interactivity and GUIs
- Use IDLE's interactive help system and the help() function

Click the Turtle

- Create three new instances of the turtle to use as buttons
- Learn about events, event handlers, click events, and callback functions
- Open IDLE in an alternate mode
- Set up a button to make the unnamed turtle draw a red circle
- Use the onclick() function to make something happen when a turtle is clicked

Unit	Topic	Lesson	Lesson Objectives
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Finish the onclick Program

- Add a docstring to the program to describe what it does
- Add code to clear the screen with a SPACEBAR keypress
- Finish setting up the turtle buttons
- Identify the purpose of docstrings and how to view them for a module
- Write code to make a turtle draggable

Assignment 5A

- Add on to your work from this unit
- Check your added on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 5B

- Add comments to code to help explain it
- Check your work from this assignment
- Compress (zip) your files
- Fix the errors in a program
- Submit your compressed files to your instructor

Assignment 5C

- Check your work from this assignment
- Compress (zip) your files
- Create new work using skills from this unit
- Submit your compressed files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Software Development

A Simple Model of Software Development

- Define model, UCD, requirement, and constraint
- Define software design document, scope of work, and client
- Identify differences between requirements and constraints
- Identify phases of software development, including pre-alpha, alpha, feature complete, beta, and code complete
- Identify the stages in the simple model of software development

Unit	Topic	Lesson	Lesson Objectives
			Exploring Software Development <ul style="list-style-type: none">Define formal and informal development method and identify the stages in the waterfall model of software designDefine open source software, closed source software, proprietary software, and forkingDescribe how iterative and incremental models of software development workIdentify common roles for members of a programming team and define deadline and external factorsIdentify the stages of the spiral model
			Developing Solutions <ul style="list-style-type: none">Define client, stakeholder, and end userDefine dependencyDefine Software Requirements SpecificationIdentify types of client requirements
			Planning <ul style="list-style-type: none">Define flowchart and shelfwareDefine functional specification and use caseDefine programming paradigm and structureDefine software architect and identify software architecture topicsIdentify common programming paradigms
			Writing and Testing <ul style="list-style-type: none">Define code style and identify the purpose of coding principles and style guidesDefine Quality Assurance, usability testing, test case, and automated testingIdentify common methods for organizing the code writingRead The Zen of PythonVisit the Python style guide
			Assignment 6A <ul style="list-style-type: none">Research and reflect on key concepts from this unitSubmit your research and reflections to your instructor
			Study Guide and Quiz <ul style="list-style-type: none">Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
Strings and Lists			
Escape Characters			
Define escape character and escaping a character			
Define expression, return, literal character, and special character			
Identify commonly used escape sequences			
Use raw strings			
Manipulating Strings with Methods			
Define literals, manipulation, and mutability			
Identify and use common string methods			
Identify the two main ways of manipulating strings, including methods and operations			
Slicing and Striding			
Describe how slicing and striding work			
Reverse the characters in a string			
Slice substrings from strings			
Stride through characters in a string			
Concatenate and Compare Strings			
Combine string manipulation techniques			
Compare values of strings			
Concatenate strings with the + and * operators			
Define Boolean data type and Unicode			
Lists			
Add and remove elements from lists			
Define list and list element			
Identify and use common list methods			
Identify and use common list operations			
Split strings into lists and join lists into strings			
Manipulate a Text File			
Count the number of elements in the list and sort the list alphabetically			
Count words and sentences in a string and print the result			
Split a string into a list and remove the newline escape sequence			
Take a substring input by the user and count the number of times it appears in a string			
Use a loop to print the first elements in the list			

Unit	Topic	Lesson	Lesson Objectives
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Assignment 7A

- Add on to your work from this unit
- Check your added on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 7B

- Add comments to code to help explain it
- Analyze the code in a program
- Check your work from this assignment
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 7C

- Check your work from this assignment
- Compress (zip) your files
- Create new work using skills from this unit
- Submit your compressed files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Computer Science II**Course Overview****Introduction**

- Describe some of the careers found in this field
- Describe the goal of the course
- List tips for achieving academic success in the course

Start the Course

- Identify computer requirements
- Learn how to move through the course
- Switch between windows

Set Up Your Computer

- Find files and folders on a computer
- Make a course folder
- Set up a computer to show the List folder view and file name extensions

Unit	Topic	Lesson	Lesson Objectives
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Set Up a Browser and Install Software

- Download and install a zip utility
- Download and unzip course resources
- Install software
- Set up a web browser
- Zip and unzip files and folders

Research and Citation

- Define plagiarism and citation
- Identify sources of trustworthy information

Additional Materials

- Define copyright
- List the top 5 netiquette rules

List Manipulation**List Methods**

- Add and remove elements from the list
- Create a list
- Use list methods to get information about the list

Slice and Stride

- Create a list
- Delete elements from the list
- Use slicing and striding on the list

Stacks and Queues

- Create a deque object and use it as a queue
- Use a list as a queue
- Use a list as a stack

Assignment 1A

- Add on to your work from the previous unit
- Check your work from the previous unit
- Compress (zip) your files
- Submit your compressed assignment 1A folder to your instructor

Unit	Topic	Lesson	Lesson Objectives
			<p>Assignment 1B</p> <ul style="list-style-type: none"> Add on to your work from the previous unit Check your work from the previous unit Compress (zip) your files Submit your compressed assignment 1B folder to your instructor <p>Study Guide and Quiz</p> <ul style="list-style-type: none"> Review the quiz study guide before taking the quiz
			<p>Interactive Drawing Program</p> <p>Tuples and Conditions</p> <ul style="list-style-type: none"> Unpack a tuple Use if, else, and elif statements to determine what will happen <p>Draw Line Segments</p> <ul style="list-style-type: none"> Hide the turtle and add dots between line segments Randomize the color and width of the lines Write a callback function that draws lines when the user clicks the canvas <p>Draw Separate Lines</p> <ul style="list-style-type: none"> Use if and else statements to make the turtle draw disconnected lines Use local and global variables <p>Assignment 2A</p> <ul style="list-style-type: none"> Add on to your work from the previous unit Check your work from the previous unit Compress (zip) your files Submit your compressed assignment 2A folder to your instructor <p>Assignment 2B</p> <ul style="list-style-type: none"> Add on to your work from the previous unit Check your work from the previous unit Compress (zip) your files Submit your compressed assignment 2B folder to your instructor <p>Study Guide and Quiz</p> <ul style="list-style-type: none"> Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Loops and Nesting

while Loops

- Create a non-infinite while loop
- Create an infinite loop
- Learn about the while loop and infinite loops

Start the Password Program

- Create nested loops and conditional statements
- Learn about nested and flat code
- Use the pass statement

Finish the Password Program

- Replace the pass statements with the program's final code
- Use the continue and break statements

Assignment 3A

- Add on to your work from the previous unit
- Check your work from the previous unit
- Compress (zip) your files
- Submit your compressed assignment 3A folder to your instructor

Assignment 3B

- Add on to your work from the previous unit
- Check your work from the previous unit
- Compress (zip) your files
- Submit your compressed assignment 3B folder to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

String Formatting

String Formatting

- Insert variables and values into strings with the format() method
- Learn about the format() method and replacement fields
- Use the index of inserted values to control where they are inserted in a string

Format Specifiers

- Add fill characters in a replacement field
- Align text in a replacement field
- Learn about format specifiers for alignment and fill characters

Unit	Topic	Lesson	Lesson Objectives
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Formatting Numbers and Other Data Types

- Format floating point numbers
- Insert list and tuple elements in strings
- Learn about rounding errors, rounding, and fixed point numbers

Formatting Complex Strings

- Break up code onto multiple lines
- Use argument names in string formatting

Assignment 4A

- Add on to your work from the previous unit
- Check your work from the previous unit
- Compress (zip) your files
- Submit your compressed assignment 4A folder to your instructor

Assignment 4B

- Add on to your work from the previous unit
- Check your work from the previous unit
- Compress (zip) your files
- Submit your compressed assignment 4B folder to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Program a Menu**Create and Print a Menu**

- Create a list of tuples and assign it to a variable
- Print a welcome message for the restaurant
- Write a for loop that iterates through the list and prints the elements

Format Menu Items

- Add numbers to menu items
- Format the menu items with fill characters
- Format the prices to look like dollar amounts
- Start an infinite while loop that asks the user for input

Calculate the Subtotal

- Calculate and print the subtotal
- Create variables for the subtotal, tax rate, and tip rate
- Learn about the parts of a bill
- Respond to unexpected user input

Unit	Topic	Lesson	Lesson Objectives
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Calculate and Print the Bill

- Calculate and print the bill for a user who orders items
- Respond to a user who doesn't order anything
- Write a condition for finalizing the order

Assignment 5A

- Add on to your work from the previous unit
- Check your work from the previous unit
- Compress (zip) your files
- Submit your compressed assignment 5A folder to your instructor

Assignment 5B

- Add on to your work from the previous unit
- Check your work from the previous unit
- Compress (zip) your files
- Submit your compressed assignment 5B folder to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Text Adventure Game

Create Game Variables

- Create variables for your program
- Learn about adventure games
- Learn about the dragon room games and moving between them

Move the Player

- Write a function to move the player between rooms

Interact with the Player

- Call the function for moving the player when the player types specific commands
- Write a function that describes each room's location to the player
- Write code to exit the program when the player types exit

Randomize Special Room Locations

- Print the locations of the special rooms to make it easier to test the program
- Write and call a function that randomly assigns locations for each special room and make sure each is at a different location

Code the Lute and Castle Rooms

- Write a function for the castle room
- Write a function for the special event of collecting the lute

Unit	Topic	Lesson	Lesson Objectives
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Code the Dragon Room

- Move the player back to the crossroads when the dragon scares the player for the first time
- Test the program to make sure it works correctly
- Write the function for the dragon room

Assignment 6A

- Add on to your work from the previous unit
- Check your work from the previous unit
- Compress (zip) your files
- Submit your compressed assignment 6A folder to your instructor

Assignment 6B

- Add on to your work from the previous unit
- Check your work from the previous unit
- Compress (zip) your files
- Submit your compressed assignment 6B folder to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Dice Game

Start the Dice Class

- Create a Dice class and initialize it with the `_init_()` method
- Learn about classes, instances, and attributes
- Learn about randomness and pseudorandomness

Roll the Dice

- Create an instance of the Dice class and use the Dice class methods
- Write Dice class methods for rolling dice and printing the results of the roll

More Dice Methods

- Write and test Dice class methods for getting the high value, adding dice values, counting dice, adding and removing dice, and converting the list to a string

Write the Game

- Write a dice game that uses the Dice class and its methods

Assignment 7A

- Add on to your work from the previous unit
- Check your work from the previous unit
- Compress (zip) your files
- Submit your compressed assignment 7A folder to your instructor

Unit	Topic	Lesson	Lesson Objectives
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Assignment 7B

Add on to your work from the previous unit

Check your work from the previous unit

Compress (zip) your files

Submit your compressed assignment 7B folder to your instructor

Study Guide and Quiz

Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Digital Arts I

Course Overview

Introduction

- Describe some careers found in this field
- Describe the goal of the course
- List tips for achieving academic success in the course

Start the Course

- Identify computer requirements
- Learn how to move through the course
- Switch between windows

Set Up Your Computer

- Find files and folders on a computer
- Make a course folder
- Set up a computer to show the List folder view and file name extensions

Set Up a Browser and Install Software

- Download and install a zip utility
- Download and unzip course resources
- Install software
- Set up a web browser
- Zip and unzip files and folders

Research and Citation

- Define plagiarism and citation
- Find and complete course tasks
- Identify sources of trustworthy information

Additional Materials

- Define copyright
- List the top 5 netiquette rules

Introduction to Digital Art

Visual Art

- Define art, artwork, and subjectivity
- Define visual art and performance art
- Identify criteria people use to identify and judge art
- Identify elements of visual art

Unit	Topic	Lesson	Lesson Objectives
		Digital Art	<ul style="list-style-type: none">Define digital artIdentify common digital art toolsIdentify common uses of digital artIdentify differences between raster and vector graphics
		Inkscape Basics	<ul style="list-style-type: none">Draw dots with the Pencil ToolDraw straight lines with the Pencil ToolIdentify parts of the Inkscape workspaceOpen and save an Inkscape projectUse the Zoom Tool to zoom in and out
		More Inkscape Basics	<ul style="list-style-type: none">Draw lines freehand with the Pencil ToolUse the Select Tool to select, resize, rotate, and move objectsUse the Undo and Redo commandsUse the Undo History command
		Assignment 1A	<ul style="list-style-type: none">Add on to your work from this unitCheck your added-on workCheck your work from this unitCompress (zip) your filesSubmit your compressed files to your instructor
		Assignment 1B	<ul style="list-style-type: none">Compress (zip) your filesCreate new work using skills from this unitReview the assignment rubricSubmit your compressed files to your instructor
		Assignment 1C	<ul style="list-style-type: none">Compress (zip) your assignment file or filesResearch and reflect on key concepts from this unitSubmit your compressed file or files to your instructor
		Study Guide and Quiz	<ul style="list-style-type: none">Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Lines**Lines in Art**

- Identify common line qualities used to describe lines
- Identify common types of lines used in art
- Identify different styles of calligraphy
- Identify ways that artists use lines in art

Draw and Edit Lines

- Define path, open path, and closed path
- Draw a curved line with the Pencil Tool
- Identify nodes and segments on a line
- Use the Node Tool to see, add, delete, and move nodes
- Use the Simplify command to remove nodes from a path

Make Bezier Curves

- Draw Bezier curves with the Bezier Tool
- Switch between drawing curves and straight lines using the Bezier Tool
- Use Bezier Tool keyboard commands
- Use the Bezier Tool to draw a straight line with multiple segments
- Use the Bezier Tool to draw curves with a sharp angle in between

Style Lines

- Define cap, butt cap, round cap, and square cap, and change the cap style of a line
- Define stroke and change the stroke style and thickness of a line
- Draw lines using preset brushes of the Calligraphy Tool
- Open and resave a project
- Use the Copy and Paste commands to copy and paste a line's style

Start the Art Project

- Define still life and inanimate object
- Draw a decanter with Bezier curves
- Draw a wine glass with straight lines using the Bezier Tool
- Edit lines with the Node Tool
- Resize objects with the Select Tool

Unit	Topic	Lesson	Lesson Objectives
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Assignment 2A

- Add on to your work from this unit
- Check your added-on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 2B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Assignment 2C

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- Submit your compressed file or files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Shape and Form**Shape**

- Define Cubism and identify examples of Cubism
- Define dimension, height, width, two-dimensional (2D) object, and shape
- Identify common shape arts
- Identify common types of shapes and ways that shapes can interact with each other
- Identify ways that artists use shape in art

Draw Shapes

- Add layers and use the Cut and Paste command to move objects to layers
- Draw circles and ovals with the Ellipse Tool
- Draw polygons and stars with the Star Tool
- Draw squares and rectangles with the Rectangle Tool
- Hide and show layers, and lock and unlock layers

Unit	Topic	Lesson	Lesson Objectives
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Form

- Define form, three-dimensional (3D) object, and depth
- Identify common form arts
- Identify common types of forms
- Identify ways that artists use form in art

Add Shape and Form

- Align and unite the shapes of the bowl
- Draw and edit three shapes to make a bowl
- Draw ellipses in the glass and decanter, and edit them to look like liquid
- Open a project and save a new version
- Rename and add layers

Assignment 3A

- Add on to your work from this unit
- Check your added-on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 3B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Assignment 3C

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- Submit your compressed file or files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Color

Color and Light

- Define color, visual spectrum, and color spectrum, and identify how color is created
- Define optical effects, emotional effects, simultaneous contrast, optical color mixture, and pointillism
- Identify differences between additive and subtractive color mixing
- Identify how the color wheel represents relationships between colors
- Identify the main properties of color, including hue, value, and intensity

Color in Art

- Identify the importance of color in painting
- Identify types of color schemes
- Identify ways that artists use color in art

Paint with Color

- Define color palette and fill
- Draw and color lines with the Calligraphy Tool
- Identify methods for changing color in Inkscape, and color lines using RGB, HSL, CMYK, and the Wheel in Inkscape
- Use Alpha, Blur, and Opacity
- Use Inkscape's Swatches panel and Palette

Add Color to Your Still Life

- Add a linear gradient to the background
- Color a background layer, the bowl, and the decanter liquid
- Define gradient, linear gradient, and radial gradient
- Use gradient stops to edit the color of a gradient
- Use the Dropper Tool to add a color from one object to another

Add Grapes to Your Still Life

- Color the grape and add a radial gradient
- Copy and paste the grape to create more grapes
- Draw a grape with the Ellipse Tool
- Move the grapes into the bowl
- Rotate grapes to make them look natural

Unit	Topic	Lesson	Lesson Objectives
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Assignment 4A

- Add on to your work from this unit
- Check your added-on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 4B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Assignment 4C

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- Submit your compressed file or files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Value**Value in Art**

- Define value, lightness, darkness, contrast, gradation, and neutral colors
- Identify types of arts that illustrate value well
- Identify ways that artists use value in art

Create Value

- Arrange the rows and columns
- Create a gray scale, a red scale, a green scale, and a blue scale
- Create columns of squares
- Identify common color models

Start Adding Value to the Still Life

- Add a contrast gradient to the decanter and glass
- Add soft highlights to the bowl, decanter, and glass
- Define highlights
- Define soft highlights
- Make the glass and decanter white

Unit	Topic	Lesson	Lesson Objectives
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Finish Adding Value to the Still Life

Add blurry highlights to the grapes

Add hard highlights to the glass and decanter

Define hard highlights

Draw and color shadows for the objects

Assignment 5A

Add on to your work from this unit

Check your added-on work

Check your work from this unit

Compress (zip) your files

Submit your compressed files to your instructor

Assignment 5B

Compress (zip) your files

Create new work using skills from this unit

Review the assignment rubric

Submit your compressed files to your instructor

Assignment 5C

Compress (zip) your assignment file or files

Research and reflect on key concepts from this unit

Submit your compressed file or files to your instructor

Study Guide and Quiz

Review the quiz study guide before taking the quiz

Space

Visual Cues

Define foreground, background, middle ground, positive shape, figure, negative shape, and ground

Define space, plane, and picture plane

Identify common visual cues that artists use to create the illusion of depth

Identify ways that space is used in 3D and 2D art

Space in Art

Identify types of perspective and types of linear perspective

Identify ways that artists use space in art

Unit	Topic	Lesson	Lesson Objectives
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Create Space

- Add doors to the boxes so they look more like buildings
- Curve the roof of one of the boxes
- Draw a road using one-point perspective lines
- Draw boxes using two-point perspective
- Identify the Box Tool's types of handles

Add a Table to the Still Life

- Align and color the front of the table
- Color the table top
- Define guide lines and draw guide lines that will help you draw the table top
- Draw the front of the table with the Rectangle Tool
- Draw the table top in one-point perspective

Add a Book to the Still Life

- Add outlines, color, curves, gradients, and a shadow to the book
- Draw a book in two-point perspective with the Box Tool
- Edit the shape of the book
- Group objects on layers
- Rearrange objects on the table

Assignment 6A

- Add on to your work from this unit
- Check your added-on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 6B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Assignment 6C

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- Submit your compressed file or files to your instructor

Unit	Topic	Lesson	Lesson Objectives
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Study Guide and Quiz

Review the quiz study guide before taking the quiz

Texture**Texture in Art**

- Add filters to shapes
- Define texture and visual feel
- Draw and color shapes
- Identify useful filter types
- Identify ways that texture is used in art

Add Texture to Your Still Life

- Add a glinting light
- Add color and a shadow to the tablecloth
- Add filters to the still life project
- Draw a tablecloth
- Use the Text Tool to add a title to the book

Assignment 7A

- Add on to your work from this unit
- Check your added-on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 7B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Assignment 7C

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- Submit your compressed file or files to your instructor

Study Guide and Quiz

Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Digital Arts II**Introduction**

- Describe some careers found in this field
- Describe the goal of the course
- List tips for achieving academic success in the course

Start the Course

- Identify computer requirements
- Learn how to move through the course
- Switch between windows

Set Up Your Computer

- Find files and folders on a computer
- Make a course folder
- Set up a computer to show the List folder view and file name extensions

Set Up a Browser and Install Software

- Download and install a zip utility
- Download and unzip course resources
- Install software
- Set up a web browser
- Zip and unzip files and folders

Research and Citation

- Define plagiarism and citation
- Identify sources of trustworthy information

Additional Materials

- Define copyright
- List the top 5 netiquette rules

Unit	Topic	Lesson	Lesson Objectives
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Review of Digital Arts I**Elements of Art Review Part 1**

- Draw lines and shapes using Inkscape's line and shape tools
- Review elements of art: line, shape, and form
- Review Inkscape's line and shape tools

Elements of Art Review Part 2

- Review elements of art: color, value, space, and texture
- Review Inkscape's color, value, space, and texture tools
- Use Filters to add texture
- Use Inkscape's color tools to add color and value
- Use the Box Tool to add form and space

Principles of Design Preview

- Define the Spiral, Paint Bucket, Erase, and Tweak Tools
- Preview the eight principles of design
- Use the Erase Tool to erase drawn objects, and use the Tweak Tool to move and change objects in different ways
- Use the Paint Bucket Tool to fill shapes with color
- Use the Spiral Tool to draw spirals

Assignment 1A

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 1B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Assignment 1C

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- Submit your compressed file or files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Repetition and Pattern**Repetition and Pattern Overview**

- Define repetition and pattern
- Identify types of arts that illustrate repetition and pattern well
- Identify ways that artists use repetition and pattern in art
- Identify ways to create repetition and pattern using different art elements

Design a Tiled Background

- Define bitmap image
- Define clones and the Create Tiled Clones command
- Use clones to make a larger pattern out of the simple tile design
- Use Inkscape's grid and drawing tools to design and draw a simple tile pattern
- Use the Export as Bitmap command to save the project as a bitmap image

Assignment 2A

- Add on to your work from this unit
- Check your added on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 2B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Assignment 2C

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- Submit your compressed file or files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Contrast**Contrast Overview**

- Define contrast
- Identify types of arts that illustrate contrast well
- Identify ways that artists use contrast in art
- Identify ways to create contrast using different art elements

Design a Logo

- Define logo
- Fill the traced lines with black and white colors
- Type text to go with the logo, and then style it
- Use the Bezier Tool to trace a bitmap image's outline and contour lines

Assignment 3A

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 3B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Assignment 3C

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- Submit your compressed file or files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Variety**Variety Overview**

- Define variety
- Identify types of arts that illustrate variety well
- Identify ways that artists use variety in art
- Identify ways to create variety using different art elements

Create Variety

- Add variety to the project using different colors, patterns, strokes, and filters
- Define the Trace Bitmap command and its brightness cutoff, edge detection, color quantization, and invert image options
- Define the Unlink Clone command
- Unlink the cloned objects
- Use the Trace Bitmap command to trace a bitmap image using brightness cutoff

Assignment 4A

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 4B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Assignment 4C

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- Submit your compressed file or files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Movement and Rhythm

Movement and Rhythm Overview

- Define movement and rhythm
- Identify types of arts that illustrate movement and rhythm well
- Identify ways that artists use movement and rhythm in art
- Identify ways to create movement and rhythm using different art elements

Make a Trail of Ants

- Clone the drawn objects, and then arrange them using the motion guide lines to create movement
- Define the Stroke to Path command and convert the image's stroke to paths to make it easier to edit
- Define the way motion guide lines are used in this project
- Define top-down view and draw an ant (or some other object) in the top-down view
- Edit individual objects to make the project more visually interesting

Assignment 5A

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 5B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Assignment 5C

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- Submit your compressed file or files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Proportion**Proportion Overview**

- Define proportion
- Identify ways that artists use proportion in art
- Identify ways to create proportion using different art elements

Work with Proportion

- Import two bitmap images into a single project
- Scale the traced images proportionally to each other
- Trace the bitmap images using the Trace Bitmap command or the Bezier Tool

Assignment 6A

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 6B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Assignment 6C

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- Submit your compressed file or files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Balance**Balance Overview**

- Define balance
- Define rule of thirds
- Identify ways that artists use balance in art
- Identify ways to create balance using different art elements

Make Concentric Circles

- Decorate an arc of the circle with the drawing tools
- Draw a circle with the Ellipse Tool, and then break it up into four arc segments
- Use the Create Tiled Clones command to clone the arcs to make a circle

Create Balance

- Copy and resize circles, and then move them inside of larger circles
- Decorate a copy of the arc using a drawing tool and the Path Union command
- Define and draw Guide lines, and then use them to add balance to the project
- Define the Paste Size command, and use the Paste Size command to resize circles to match other circles
- Define the Path Union command

Assignment 7A

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 7B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Assignment 7C

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- Submit your compressed file or files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Emphasis and Dominance**Emphasis and Dominance Overview**

- Define counterpoint
- Define emphasis, dominance, and subordination
- Identify ways that artists use emphasis and dominance in art
- Identify ways to create emphasis and dominance using different art elements

Explore Emphasis and Dominance

- Export individual layers as separate bitmap images
- Trace bitmap images, and then clone them
- Use the principles of emphasis and dominance with color, shape, and size to change the traced images

Assignment 8A

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 8B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Assignment 8C

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- Submit your compressed file or files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Harmony and Unity

Harmony and Unity Overview

- Define conceptual and visual unity
- Define harmony and unity
- Identify ways that artists use harmony and unity in art
- Identify ways to create harmony and unity using different art elements

Make a Poster

- Add ornamentation to the poster to add to the unity of the design
- Define ornamentation
- Trace an image, and then add text
- Use the principles of harmony and unity to design the layout of the poster

Assignment 9A

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 9B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Assignment 9C

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- Submit your compressed file or files to your instructor

Study Guide and Quiz

- Review the quiz study guide before taking the quiz

Unit	Topic	Lesson	Lesson Objectives
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Engineering Design I**Course Overview****Introduction**

- Describe the goal of the course
- Describe the types of jobs that use engineering design skills
- List tips for achieving academic success in the course

Start the Course

- Identify computer requirements
- Learn how to move through the course
- Switch between windows

Set Up Your Computer

- Find files and folders on a computer
- Make a course folder
- Set up a computer to show the List folder view and file name extensions

Set Up a Browser and Install 7-Zip

- Download and install a zip utility
- Set up a Web browser

Download Resources and Zip Assignments

- Get the course resources
- Install software
- Learn about finding, completing, and turning in assignments
- Zip and unzip files and folders

Health and Safety in the Workplace

- Define ergonomics and repetitive strain injury
- Define Material Safety Data Sheets (MSDS)
- Define OSHA (Occupational Safety and Health Administration)
- Identify common tips for better ergonomics while using computers

Computer Basics

- Define hardware, software, software programs, and operating systems
- Identify how to open a Help center on a computer and how to search a computer
- Identify how to start and shut down a computer
- Identify input devices, output devices, and storage devices
- Identify tips for taking care of computer equipment

Unit	Topic	Lesson	Lesson Objectives
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Additional Materials

- Define copyright
- List the top 5 netiquette rules

Create Shapes

Explore CAD

- Define drafting and identify the purpose of common drafting tools
- Define engineering and computer-aided design (CAD)
- Identify common types of engineering and CAD-based careers
- Identify the differences between freehand drawing, technical drawing, and CAD drawing

Set Up a Drawing

- Create a new blank drawing in CadStd
- Create and delete lines, and use the Undo and Redo buttons
- Save a .cad file
- Set up the page size, page orientation, grid, and snap
- Use CadStd's Help page

Use Coordinates

- Draw lines using absolute coordinates
- Draw lines using relative coordinates
- Plot points using a Cartesian coordinate system

Create a House

- Use the Change Entity Tool to change the shape of an object
- Use the Rectangle Tool and Line Tool to draw shapes and lines
- Use the Snap To End, Snap Intersection, and Snap To Midpoint commands
- View a drawing by zooming, moving the drawing around, and returning to normal view

Create a Face

- Copy, move, mirror, and rotate objects
- Draw circles, ellipses, and arcs
- Use the Snap Center command to place an object in the center of a circle

Assignment 1A

- Answer questions about the work in a word processing file
- Create new work using skills from this unit
- Submit your word processing file to your instructor

Unit	Topic	Lesson	Lesson Objectives
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Assignment 1B

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Create Orthographic Drawings**Explore Orthographic Projections**

- Define 2-D and 3-D
- Define orthographic projection
- Identify the six main views of orthographic projection
- Identify the three views used in a three-view orthographic drawing
- Visualize 3-D objects from different views

Draw a Front View

- Define alphabet of lines
- Define layers
- Define visible lines and construction lines
- Use construction lines to draw a front view
- Use layers to hide construction lines

Draw Two Views

- Define dimensions
- Draw a front view and top view of a three-view orthographic drawing
- Identify the importance of accurate drawings
- Use dimensions and the grid to figure out the lengths of lines

Draw a Three-View Orthographic Drawing

- Apply guidelines for choosing a front view
- Define hidden lines and visualize views with hidden lines
- Define scale and layout
- Draw a three-view orthographic drawing with hidden lines

Draw a Hole

- Define center line
- Define symmetry
- Draw a hole using the Circle Tool, hidden lines, and center lines
- Visualize orthographic views with holes

Unit	Topic	Lesson	Lesson Objectives
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Assignment 2A

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 2B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric

Draw Sectional Views**Explore Sectional Views**

- Define plane, cutting plane, and cutting plane line
- Define section lines
- Define sectional view
- Visualize sectional views of 3-D objects

Draw a Sectional View

- Add center lines to holes in a sectional view
- Define angle
- Draw section lines
- Draw the outside and inside lines of a 3-D object for a sectional view

Place Cutting Planes

- Define full section, half section, and offset section
- Draw a cutting plane line for an offset section
- Draw cutting plane lines on orthographic views
- Place cutting plane lines so they cut through important features
- Use the Arrow Tool to add arrows to the cutting plane lines

Assignment 3

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Unit	Topic	Lesson	Lesson Objectives
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Create an Isometric Drawing**Explore Pictorial Drawings**

- Define isometric drawing
- Define pictorial drawing, tonal shading techniques, and depth
- Identify measurements that can be taken from an isometric drawing
- Identify types of pictorial drawings, such as axonometric, oblique, and perspective

Draw with Angles

- Arrange three views and an isometric drawing on a page
- Draw an isometric drawing
- Use distance and angle measurements to draw lines in CAD

Assignment 4A

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Assignment 4B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- Submit your compressed files to your instructor

Create an Oblique Drawing**Explore Oblique Drawings**

- Calculate the real depth of a foreshortened object in an oblique drawing
- Define foreshortening
- Define oblique drawing
- Identify which lines can be measured accurately in an oblique drawing

Draw with Oblique Angles

- Arrange three views and an oblique drawing on a page
- Draw an oblique drawing
- Draw foreshortened lines of depth

Assignment 5

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Unit	Topic	Lesson	Lesson Objectives
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Create a Perspective Drawing**Explore Perspective Drawings**

- Define vanishing point and horizon line
- Identify common types of perspective, such as one-point, two-point, and three-point perspective
- Identify the main purpose of perspective drawings
- Sketch in one-point, two-point, and three-point perspective

Draw in Two-Point Perspective

- Change the cube into a different 3-D object, still in two-point perspective
- Use vanishing points and construction lines to draw a cube in two-point perspective

Assignment 6A

- Answer questions about the work you did in this unit
- Submit your answers to your instructor

Assignment 6B

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Draw an Auxiliary View**Explore Auxiliary Views**

- Define auxiliary view
- Identify names of auxiliary views
- Identify the purpose of auxiliary views
- Visualize auxiliary views of 3-D objects

Draw with a Reference Plane

- Define perpendicular
- Define reference plane
- Draw a reference plane line
- Use a reference plane and construction lines to draw an auxiliary view

Assignment 7

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Unit	Topic	Lesson	Lesson Objectives
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Dimension Drawings**Dimension a Block**

- Apply guidelines for good dimensioning
- Define aligned dimensions and unidirectional dimensions
- Define dimensioning, dimension line, and extension line
- Set the dimension settings

Use Baseline Dimensioning

- Apply guidelines for good dimensioning
- Define relative dimensioning and baseline dimensioning
- Use baseline dimensioning to dimension an object

Dimension a Circle

- Apply guidelines for good dimensioning
- Identify reasons for dimensioning, such as for size and location
- Use a leader line and the Text Tool to dimension a circle

Explore Complex Dimensioning

- Define dimension line terminator
- Define dimensioning styles
- Identify ways that CAD standards apply to dimensioning
- Interpret drawings with advanced features, such as center line dimensioning, dual dimensioning, tolerance, and theoretical points of intersection

Assignment 8

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Create Working Drawings**Explore Working Drawings**

- Define working drawings
- Identify the contents of working drawings as detail drawings, assembly drawings, and a bill of materials

Draw a Title Block

- Add attributes to a title block
- Define title block and border line
- Draw a border
- Draw a title block

Unit	Topic	Lesson	Lesson Objectives
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Draw a Detail Drawing

- Dimension an orthographic view to a center line
- Draw a detail drawing
- Set dimension settings

Create a Bill of Materials

- Add information about the parts to the bill of materials
- Draw a bill of materials
- Use balloons to label parts of an assembly drawing

Export Working Drawings

- Export .cad files to .dxf files in proper order for a set of working drawings
- Identify ways to work well with clients

Assignment 9

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Create a 3-D Design**Explore 3-D Space**

- Define model
- Define template
- Use various tools to navigate a 3-D CAD environment

Draw Edges and Surfaces

- Create and save a SketchUp project
- Define edge and surface
- Define snap and point inference
- Erase, undo, and redo work
- Use the Line Tool, point inferences, and dots to draw edges

Create a House

- Apply patterns and color to a 3-D object
- Define primitive
- Move and rotate a 3-D object
- Use a basic shape to create a 3-D object

Unit	Topic	Lesson	Lesson Objectives
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Add Objects to the Yard

- Carve objects with the Push/Pull Tool
- Define standard part
- Import a model
- Use the Follow Me Tool to create a 3-D object by moving a shape along a path
- Use the Measurements box to create objects of specific size

View Your Design and Reduce File Size

- Group parts to remove them for better viewing
- Purge old information to reduce the file size
- View a design in various 2-D orthographic views
- View a design through a walkthrough

Assignment 10

- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Exploring Design

The Design Process

- Identify common challenges involved with scheduling a project
- Identify common roles for people working on a team project
- Identify the main stages of the design process

Designing for People and the Environment

- Define ecology, green design, and sustainability
- Describe the challenges involved in designing for people's needs, values, and social patterns
- Identify common challenges involved in designing for sustainability
- Identify ways to design for people with various levels of physical ability

Unit	Topic	Lesson	Lesson Objectives
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Engineering Design II**Course Overview****Introduction**

- Describe the goal of the course
- Describe the types of jobs that use engineering design skills
- List tips for achieving academic success in the course

Start the Course

- Identify computer requirements
- Learn how to move through the course
- Switch between windows

Set Up Your Computer

- Find files and folders on a computer
- Make a course folder
- Set up a computer to show the List folder view and file name extensions

Set Up a Browser and Install Software

- Download and install a zip utility
- Download and unzip course resources
- Install software
- Set up a Web browser
- Zip and unzip files and folders

Research and Citation

- Define plagiarism and citation
- Find and complete course tasks
- Identify sources of trustworthy information

Additional Materials

- Define copyright
- List the top 5 netiquette rules

Unit	Topic	Lesson	Lesson Objectives
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The Design Process

Explore Design and Documentation

- Define "engineering notebook"
- Describe common standards for engineering notebook content
- Describe reasons for using engineering notebooks
- Identify and describe the stages of the design process
- Identify common contents and types of engineering notebooks

Define the Problem

- Create an engineering notebook
- Create an entry in the engineering notebook
- Describe stage 1 of the design process: define the problem
- Identify engineering notebook standards for use in the class
- Select a design challenge

Think of Possible Solutions

- Describe stage 2 of the design process: think of possible solutions
- Describe the purpose of citation in an engineering notebook, and use an engineering notebook to cite a source
- Describe the purpose of research, and identify common resources to use for research
- Identify common brainstorming guidelines, and use brainstorming to create a list of possible solutions
- Use Google to research aspects of a design challenge

Select a Solution

- Define requirements and constraints
- Describe stage 3 of the design process: select a solution
- Describe the contents of a design brief, and create a design brief
- Identify the requirements and constraints of a design challenge
- Select a solution

Create a Plan

- Create a design proposal for a solution to a design challenge
- Define and describe the purpose of design proposal
- Describe stage 4 of the design process: create a plan

Build the Design

- Build a design for a design challenge
- Define "prototype" and "model"
- Describe stage 5 of the design process: build the design

Unit	Topic	Lesson	Lesson Objectives
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Test the Solution

- Create a final design document
- Define and describe the purpose of a final design document
- Describe stage 6 of the design process: test the solution
- Evaluate the success of a design, and refine a design
- Test a design for a design challenge

Assignment 1A

- Check your work from this unit
- Compress (zip) your files
- See assignment description document for detailed instructions
- Submit your compressed files to your instructor

Assignment 1B

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- See assignment description document for detailed instructions
- Submit your compressed file or files to your instructor

Simple 3-D Objects

Draw Lines and Shapes

- Define "workplane"
- Open Creo™ Elements/Direct™ Modeling Personal Edition
- Use the Delete 2D tool to delete lines and shapes
- Use the Line/Arc, Rectangle, and Circle tools to draw lines and shapes

Create a 3-D Object

- Define "shape" and "profile"
- Use the Linear Pull Profile tool to pull a profile to create a 3-D object
- Use the Move/Stretch tool and reference points to edit lines and shapes
- View a 3-D model from many angles

Create Objects of Specific Sizes

- Draw arcs, rectangles, and circles of specific sizes
- Draw lines to specific dimensions and at specific angles
- Pull a profile to a specific height
- Rotate a profile

Unit	Topic	Lesson	Lesson Objectives
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Create 3-D Forms

- Create simple 3-D objects, such as boxes, cubes, and cylinders
- Define "form"
- Define "part"
- Use the Delete 3D tool to delete 3-D objects
- Use the structure part to hide or delete parts

Assignment 2A

- Check your work from this unit
- Compress (zip) your files
- See assignment description document for detailed instructions
- Submit your compressed files to your instructor

Assignment 2B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- See assignment description document for detailed instructions
- Submit your compressed files to your instructor

Assignment 2C

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- See assignment description document for detailed instructions
- Submit your compressed files to your instructor

Using Geometry**Make a Cone and Sphere**

- Create a cone and a sphere
- Create a workplane
- Define "geometry," and draw parallel and perpendicular lines
- Define "tangent," and use tangents to draw arcs
- Use the Pull Angular tool to revolve a shape around an axis to create a 3-D object

Unit	Topic	Lesson	Lesson Objectives
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Make a Cup

- Add a workplane on a face, and set active workplanes
- Define additive and subtractive processes
- Describe how any object can be considered the result of additive and subtractive processes
- Use additive and subtractive processes to create a CAD model
- Use the Punch tool to create a hole through a 3-D object

Edit Parts

- Edit parts to a specific size
- Move and position parts in 3-D space
- Pull, push, and revolve faces
- Use the Distance tool to measure parts
- Use the Stretch tool to modify a part

Calculate Area, Surface Area, and Volume

- Calculate the surface area of simple 3-D forms, define "volume," use rounding when evaluating formulas, and identify formulas for the volume of a box, a cylinder, and a sphere
- Calculate the volume of simple 3-D forms, and use CAD to calculate areas of faces, surface areas of objects, and volumes of objects
- Define "area," and evaluate formulas involving exponents
- Identify formulas for the area of a rectangle, a triangle, and a circle; calculate the area of simple geometric shapes; and define "surface area"
- Use order of operations to evaluate formulas, and identify formulas for the surface area of a box, a cylinder, and a sphere

Assignment 3A

- Check your work from this unit
- Compress (zip) your files
- See assignment description document for detailed instructions
- Submit your compressed files to your instructor

Assignment 3B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- See assignment description document for detailed instructions
- Submit your compressed files to your instructor

Unit	Topic	Lesson	Lesson Objectives
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Drawings and Dimensions**Create a Three-View Orthographic Drawing**

Choose the front view of a 3-D object, and use CAD to create a three-view orthographic drawing

Define and use the Annotation window

Load a part

Use the Scale tool to change the size of views in a CAD drawing

Use the Update tool to update a drawing, and use the Move tool to move and arrange views on a drawing

Prepare for Dimensioning

Change the unit of measurement for the 3-D view and the Annotation window

Describe common dimensioning guidelines

Describe common line types used in dimensioning

Dimension a Drawing

Specify the orientation of a dimension

Use the Datum Long tool to add baseline dimensions to a drawing

Use the Delete tool to delete dimensions

Use the Move Dim tool to move and arrange dimensions on a drawing

Use the Single tool to dimension a drawing

Dimension Features

Define "chamfer," and use the Create Constant Distance Chamfer tool to create a chamfer

Define "fillet" and "round," and use the Create Constant Radius Blend tool to create fillets and rounds

Dimension a chamfer, and remove fillets, rounds, and chamfers

Use the Diameter tool to dimension a hole

Use the Radius tool to dimension a fillet and a round

Use Tolerance

Define "bilateral tolerance" and use it in dimensioning a drawing

Define "general tolerance"

Define "limit dimensions" and use them to dimension a drawing

Define "tolerance"

Define "unilateral tolerance" and use it in dimensioning a drawing

Assignment 4A

Check your work from this unit

Compress (zip) your files

See assignment description document for detailed instructions

Submit your compressed files to your instructor

Unit	Topic	Lesson	Lesson Objectives
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Assignment 4B

- Compress (zip) your files
- Create new work using skills from this unit
- Review the assignment rubric
- See assignment description document for detailed instructions
- Submit your compressed files to your instructor

Product Analysis

Choose a Product

- Choose a product to analyze
- Define "disassemble" and "disassembly"
- Define "product analysis"

Explore Visual Design

- Define "aesthetics"
- Define "visual design" and "visual appeal"
- Describe the impact of visual design on a product's marketability
- Identify and describe the elements of visual design, including line, shape, form, color, value, space, and texture
- Identify and describe the principles of visual design, including repetition, pattern, contrast, variety, rhythm, movement, balance, emphasis, dominance, proportion, alignment, proximity, unity, and harmony

Analyze Visual Design

- Define "advertising" and "advertisements"
- Define "aesthetic vocabulary"
- Define "marketing," "market segment," and "demographics"
- Define "packaging" and describe its role in marketability
- Do a visual design analysis of a product

Explore Reverse Engineering

- Define "reverse engineering," describe common reasons for reverse engineering, and identify the stages of reverse engineering
- Describe stage 1 of the reverse engineering process: identify the purpose and identify the purpose of a reverse engineering project
- Describe stage 2 of the reverse engineering process: develop hypotheses and develop hypotheses for a reverse engineering project
- Describe stage 3 of the reverse engineering process: disassembly; define "joinery," "fastener," "thermal bonding," and "adhesive"; and describe common tools and safety rules used during a disassembly process
- Do a pre-disassembly analysis

Unit	Topic	Lesson	Lesson Objectives
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Analyze Function and Structure

- Define "systems thinking," "input," "process," "output," "mechanical part," and "electrical part"
- Describe stage 4 of the reverse engineering process: focused analysis
- Do a functional and structural analysis on a product
- Identify common types of analyses, including functional, structural, materials, and manufacturing

Analyze Materials and Manufacturing

- Define "material property" and identify common material properties, such as mechanical, electrical, thermal, chemical, optical, and acoustical
- Define "material type" and identify common material types
- Describe common manufacturing methods, including forming, separation, and joining
- Do a manufacturing analysis on a product
- Do a materials analysis on a product

Propose a Redesign

- Create a redesign proposal based on product analysis
- Describe stage 5 of the reverse engineering process: prepare the report
- Describe stage 6 of the reverse engineering process: redesign
- Prepare a report documenting a reverse engineering project

Assignment 5A

- Check your work from this unit
- Compress (zip) your files
- See assignment description document for detailed instructions
- Submit your compressed files to your instructor

Assignment 5B

- Compress (zip) your assignment file or files
- Research and reflect on key concepts from this unit
- See assignment description document for detailed instructions
- Submit your compressed file or files to your instructor

Green Engineering Design

Explore Sustainability

- Define "ecological design," "green design," and "sustainability"
- Define "economy" and "economics"
- Define "the environment," "natural resource," "renewable resource," and "nonrenewable resource"
- Describe the impact of human products on the environment, including resource depletion, deforestation, habitat loss, pollution, and waste
- List the characteristics of sustainability

Unit	Topic	Lesson	Lesson Objectives
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Explore Ecological Design

Define "life cycle," and identify and describe the five stages of a product's life cycle

Define and describe reducing, reusing, and recycling

Describe the relationship between marketability, cost, and ecological design

Identify and describe the purpose of the Environmental Protection Agency (EPA), the Food and Drug Administration (FDA), and the Consumer Product Safety Commission (CPSC)

Identify ecological design considerations, such as what a product is made of, how it's made, additional resources required to make it, and how it's used

Assignment 6A

Compress (zip) your assignment file or files

Research and reflect on key concepts from this unit

See assignment description document for detailed instructions

Submit your compressed file or files to your instructor

Assignment 6B

Compress (zip) your files

Create new work using skills from this unit

Review the assignment rubric

See assignment description document for detailed instructions

Submit your compressed files to your instructor

Unit	Topic	Lesson	Lesson Objectives
Unit 1: Health and Wellness Basics			
Your Health and Wellness			
Your Fitness Log			
Health and Wellness			
Analyze how influences such as heredity, environment, and culture impact health			
Describe the six dimensions of health			
Differentiate between health and wellness			
A Healthy Lifestyle			
Describe how changes in lifestyle have affected health, wellness, and disease			
Describe how individuals can address health problems and endorse health advocacy through education			
Identify controllable and uncontrollable health risk factors and the behaviors that can cause them			
Fitness Basics			
Physical Fitness Basics			
Define physical fitness, physical activity and exercise			
Differentiate between health, wellness and physical fitness			
Justify the inclusion of physical activity as an essential component of personal health and wellness			
Physical Fitness and Lifestyle			
Describe the relationship between physical fitness and lifestyle			
List controllable and uncontrollable factors that influence physical fitness levels			
Physical Activity Benefits			
Describe how much physical activity is recommended for developing health and fitness			
Identify ways physical activity helps lower the risk for disease			
Summarize the benefits of participating in regular physical activity			
Physical Fitness Attitudes			
Identify why physical fitness is an important health factor in the United States			
Recognize attitudes that positively and negatively influence physical fitness and discuss the benefits of having a positive attitude			
Fitness Principles			
Principles of Exercise			
Apply the training principles of overload, progression, and specificity to physical activity			
Describe the components of FITT (Frequency, Intensity, Time, and Type)			
Identify proper procedures and benefits of warming up and cooling down			

Unit	Topic	Lesson	Lesson Objectives
			<p>Health-related Fitness</p> <ul style="list-style-type: none"> Describe strategies for assessing health-related fitness levels Identify activities which improve the components of health-related fitness List and define each of the five health-related fitness components <p>Skill-related Fitness</p> <ul style="list-style-type: none"> Describe strategies for assessing skill-related fitness levels Identify factors that influence skill-related fitness levels List and define each of the six skill-related fitness components <p>Fitness Evaluation</p> <ul style="list-style-type: none"> Discuss the factors involved in conducting a fitness evaluation using national fitness tests Interpret the results of a fitness evaluation Set personal fitness goals based on the results of a fitness evaluation
			<p>Designing a Personal Fitness Plan</p> <p>Setting Healthy Goals</p> <ul style="list-style-type: none"> Develop an action plan to achieve a personal goal Differentiate between long-term goals and short-term goals Identify guidelines that should be followed when setting goals <p>Your Fitness Plan</p> <ul style="list-style-type: none"> Describe strategies that can help maintain a fitness program over the long term Explain the steps for putting together a successful personal fitness program Tailor a fitness program to accommodate different life stages <p>Activity Selection</p> <ul style="list-style-type: none"> Analyze common exercise programs and sports activities Describe how personality, attitude, and available resources affect the selection of exercise programs and sports activities Identify health needs that affect participation in activities <p>Beginning An Exercise Program</p> <ul style="list-style-type: none"> Describe the characteristics of appropriate safety equipment for physical activity Explain the importance of having a medical evaluation prior to beginning a personal fitness program Recognize clothing that is appropriate for safe physical activity <p>Fitness Centers and Equipment</p> <ul style="list-style-type: none"> Consider the factors related to the selection, purchase, care and maintenance of physical fitness equipment Develop criteria for evaluating fitness centers

Unit	Topic	Lesson	Lesson Objectives
Safety and Environmental Health			
First Aid			
Defend the importance of learning first aid for responding to accidental injuries			
Examine strategies for responding to common injuries			
List the steps for responding to life-threatening emergencies and administering CPR			
Environmental Conditions and Safety			
Describe how personal choice affects the safety of an exercise environment			
Discuss how extreme heat and cold can influence the safety of physical activity			
Explain methods for maintaining proper fluid balance during physical activity			
Making Wise Personal-Safety Decisions			
Develop strategies for preventing injuries at work and home			
Discuss how climate and environmental conditions can influence the safety of recreational activities			
Discuss the importance of safety precautions while engaging in water-based activities			
Environmental Health			
Critique strategies developed and approved by environmental protection agencies for protecting the environment			
Describe issues related to air quality and its effects on health			
Examine how various types of pollution impact local communities and the world			
Lifetime Fitness			
Lifetime Fitness			
Describe the benefits of lifetime fitness			
Explore popular activities that are common among people seeking lifetime fitness			
Identify and explain characteristics that help people become and remain active			
Aging and Fitness			
Describe the importance of physical fitness for all ages and abilities			
Explore how exercise can be modified to include family participation			
Identify the changes that occur as the body ages			
Heredity and Genetics			
Analyze genetic testing and research and describe their impact on the health of people with hereditary disorders			
Describe heredity and genetics and their role in human development			
Identify common hereditary disorders			

Unit	Topic	Lesson	Lesson Objectives
Skills for Wellness			
Decision Making			
Analyze influences on people's decisions and describe the consequences of decision making			
List the steps in the decision making process			
Recommend the steps a person can take to address consequences caused by poor decision making			
Communication			
Describe the communication process and effective and ineffective communication			
Develop speaking, listening, and nonverbal communication skills necessary for building healthy relationships			
Differentiate between passive, assertive, and aggressive communication styles			
Conflict Management			
Demonstrate an understanding of conflict resolution strategies			
Identify the causes of conflict			
Recognize factors that influence conflict resolution			
Peer Pressure and Refusal Skills			
Differentiate between positive and negative peer pressure			
Discuss the refusal skills needed to make responsible decisions under pressure			
Identify causes of peer pressure and describe situations in which peer pressure is common			
Personal Care			
Analyze the importance of sleep hygiene for overall health			
Describe personal strategies for minimizing potential harm from exposure to the Sun			
Identify strategies for personal care and hygiene that promote health			
Skills for Personal Success			
Time Management			
Explain the difference between free time and committed time			
List a variety of strategies for managing time			
Leadership			
Define leadership			
List the traits, characteristics, and mannerisms associated with effective leaders			
Recognize and identify leadership styles and situations that are appropriate for using them			
Making Consumer Choices			
Analyze health messages delivered through advertisements in the media			
Describe factors that influence consumer decisions about health products, procedures, and information			
Explore the ways in which technology affects the accessibility and reliability of healthcare information			

Unit	Topic	Lesson	Lesson Objectives
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Choosing Health Services

- Analyze the cost and accessibility of health services for all people
- Describe health care services that are available in the community and how they relate to disease prevention and health promotion
- Evaluate health and fitness professionals

Dealing with Consumer Issues

- Explain methods for addressing critical health issues that result from fraud
- Identify government agencies, consumer groups, and business organizations in the community and world that advocate for consumer rights
- List and describe common health-related and fitness-related fallacies

Fitness and Wellness Careers

- Discuss the educational requirements for varying careers in the fitness and wellness industry
- Identify a variety of fitness and wellness career opportunities
- List the pros and cons of working in the fitness and wellness industry

Unit 2: Fitness and the Body
Movement in the Body

The Skeletal, Muscular, and Nervous Systems

- Describe the structures and proper care of the of the skeletal system
- Describe the structures of the nervous system and identify injuries and diseases the affect the nervous system
- Summarize the muscular system, including the functions, types of muscles, and problems associated with the system

Movement

- Describe the effects of energy and force on movement using acceleration and velocity
- Explain the three classes of levers present in the human body and demonstrate their use in physical activity

Stability & Range of Motion

- Describe strategies for improving stability
- Describe the relationship between joints and range of motion
- Identify the six types of joints

Integrated Movement

- Describe the relationship between efficiency and energy use
- List external forces that provide resistance to human movement
- Use the principles of biomechanics to describe an integrated system of human movement

Muscular Fitness

Muscular Strength and Endurance

- Describe how muscles work and grow
- Differentiate between muscular strength and muscular endurance
- Explain how muscular strength and endurance contribute to good health and fitness

Unit	Topic	Lesson	Lesson Objectives
			<p>Developing Muscular Strength and Endurance</p> <ul style="list-style-type: none"> Apply exercise principles to develop muscular strength and endurance Demonstrate methods for assessing muscular strength and endurance Evaluate the components of weight training in order to design an appropriate personal program <p>Safe Weight Training</p> <ul style="list-style-type: none"> Demonstrate proper spotting techniques Describe proper safety procedures for participating in a weight training program Describe the effects of supplements and drugs that are marketed to active people and athletes <p>Exploring Exercises for Muscular Fitness</p> <ul style="list-style-type: none"> Evaluate the differences between weight-training techniques Identify exercises which develop muscular strength and endurance Recognize myths associated with weight training
			<p>Flexibility</p> <p>Factors Influencing Flexibility</p> <ul style="list-style-type: none"> Describe the characteristics of flexibility and factors that influence flexibility levels Identify health benefits associated with flexibility <p>Physical Activity and Flexibility</p> <ul style="list-style-type: none"> Apply exercise principles to developing flexibility Demonstrate methods for assessing flexibility Explain the different types of stretching exercises and how they affect muscles <p>Safe and Effective Stretching</p> <ul style="list-style-type: none"> Describe a variety of stretching exercises Identify stretching exercises that are harmful and should be avoided List guidelines for doing flexibility exercises safely
			<p>Cardiorespiratory Fitness</p> <p>The Cardiovascular and Respiratory Systems</p> <ul style="list-style-type: none"> Describe proper care of the cardiovascular and respiratory systems to avoid disease Describe the functions and structures of the cardiovascular system Describe the functions and structures of the respiratory system <p>Developing Cardiorespiratory Fitness</p> <ul style="list-style-type: none"> Apply the exercise principle of overload to improve cardiovascular health Describe how the exercise principle of progression leads to improved cardiovascular health Differentiate between aerobic and anaerobic exercise using the exercise principle of specificity

Unit	Topic	Lesson	Lesson Objectives
			<p>Physical Activity and Cardiorespiratory Fitness</p> <ul style="list-style-type: none"> Demonstrate methods for assessing cardiorespiratory fitness Describe the affect of physical activity on the cardiovascular and respiratory system Identify factors that influence cardiovascular and respiratory fitness levels <p>Exploring Activities for Cardiorespiratory Fitness</p> <ul style="list-style-type: none"> Compare multiple aerobic activities for their ability to promote cardiorespiratory fitness Determine safety considerations when performing aerobic activities Recognize exercise considerations for those with special needs <p>Cardiovascular Diseases</p> <ul style="list-style-type: none"> Describe common types of cardiovascular disease List ways to identify, treat, and prevent cardiovascular disease Summarize how one's lifestyle can contribute to cardiovascular disease
			<p>Sport Selection</p> <p>Team Sports</p> <ul style="list-style-type: none"> Describe how participating in team sports benefits the dimensions of health Identify team sports that achieve health-related fitness goals in both school and outside of school List common characteristics of team sports, including offense, defense, and officials <p>Individual Sports</p> <ul style="list-style-type: none"> Describe how participating in individual sports benefits the dimensions of health Explain why participating in individual sports is enjoyable and desirable Identify individual sports that help to achieve health-related and skill-related fitness goals <p>Skills and Tactics</p> <ul style="list-style-type: none"> Describe strategies used to play team sports Identify skills important for participating in physical activities Identify techniques for improving your performance when participating in sports
			<p>Being Sports Ready</p> <p>Participating in Sports</p> <ul style="list-style-type: none"> Define competition and describe what it means to compete Describe sportsmanship and why it is important when participating in sports Summarize necessary responsible behaviors when participating in sports <p>Being a Good Sport</p> <ul style="list-style-type: none"> Describe sports etiquette and ethics Identify and apply the rules of safe sports participation Summarize an official's role in team sports

Unit	Topic	Lesson	Lesson Objectives
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Diversity in Sports

- Examine athletic limitations and differences in yourself and others
- Explore sports and activities of other countries and cultures
- Explore techniques for including peers of all ability levels in sports activities

Common Sports Injuries and Prevention

- Identify exercises and movements that are dangerous and can lead to injury
- List and describe common exercise-related physical injuries
- List guidelines for preventing injuries during physical activity

Treatment for Common Sports Injuries

- Assess physical activity injuries that require professional health or rehabilitation services
- Describe strategies for determining the severity of a sports injury
- Examine response strategies for injuries requiring basic first aid attention

Unit 3: Health Maintenance

Achieving a Healthy Body Composition

The Digestive and Urinary Systems

- Describe proper care of the digestive and urinary systems to avoid disease and problems that can occur in the urinary and digestive systems
- Describe the functions and structures of the digestive system
- Describe the functions and structures of the urinary system

Healthy Body Composition

- Define body composition and describe the importance of body fat
- Describe genetic, physiological, and lifestyle factors that influence body composition
- Identify health-related problems associated with abnormal percentages of body fat

Determining and Controlling Body Composition

- Analyze additional strategies for achieving or maintaining a healthy body composition
- Apply the exercise principles to controlling body composition
- Describe methods for determining body composition, including Body Mass Index

Diets

- Describe common dietary restrictions and trends
- Differentiate between multiple meanings of diet
- Identify additional harmful diets and weight-loss strategies and their effects on the body

Body Image and Eating Disorders

- Develop a methodology for improving body image
- Discuss the relationship between body image and eating disorders, including the influence of the media on body image
- List the symptoms and health dangers of the most common eating disorders

Unit	Topic	Lesson	Lesson Objectives
Nutrition			
Food and Health			
Analyze the relationship between nutrition, health, and wellness			
Describe the functions of the six basic nutrients in maintaining health			
Recall common nutrition terminology			
Nutritional Needs			
Assess nutritional needs based on dietary guidelines and the Food Guide Pyramid			
Describe how nutritional needs change throughout the lifespan			
Formulate healthy meal plans and snacks as part of a balanced diet			
Guidelines for Healthy Eating			
Analyze the conditions that lead to the spread of common foodborne illnesses			
Analyze the information on food labels and apply it to make better food choices			
Recognize common myths regarding nutrition			
Adolescent Development			
The Endocrine and Reproductive Systems			
Describe the functions and structures of the endocrine system			
Identify the names and functions of the parts of the female reproductive system			
Identify the names and functions of the parts of the male reproductive system			
Adolescence			
Compare the physical changes that occur in boys and girls during adolescence			
Describe social changes experienced during adolescence			
Describe the mental and emotional changes that occur during adolescence			
Dating Relationships			
Describe the pressures of a teen relationship			
List characteristics of a healthy and safe dating relationship			
Summarize the possible consequences of sexual activity for teens			
Pregnancy			
Describe the stages of labor			
Explain the importance of proper prenatal care and nutrition during pregnancy			
Summarize how human life begins from conception through the stages of development			
Abstinence and Contraceptives			
Discuss refusal skills and avoidance techniques for avoiding sexual activity			
Evaluate commonly used contraceptive methods, including abstinence, for effectiveness in preventing pregnancy			
List the advantages of abstinence, including social and emotional benefits			

Unit	Topic	Lesson	Lesson Objectives
Sexually Transmitted Infections			
Risks of Sexually Transmitted Infections			
Describe how STIs are spread from one person to another and how to prevent the spread of STIs			
Describe the prevalence of sexually transmitted infections and identify why teenagers are particularly at risk for being infected			
Examine the responsibilities of people who think they may be infected with an STI			
Common Sexually Transmitted Infections			
Describe the transmission, symptoms, and treatment for common STIs			
Examine public health policies and practices regarding the prevention and treatment of STIs			
List examples of ways in which STIs can damage a person's health, including the effects on a fetus			
Understanding HIV and AIDS			
Describe how HIV infects and destroys the immune system			
Describe the process of getting tested for HIV and the treatment for HIV infections and AIDS			
Identify behaviors known to transmit HIV, and behaviors that do not transmit HIV			
Living with HIV and AIDS			
Analyze the HIV/AIDS pandemic and strategies for improving the current global status			
Describe the challenges of a person living with HIV/AIDS			
Relate risk behaviors to the transmission of HIV and describe methods to prevent transmission			
Communicable Diseases			
Defining Communicable Diseases			
Describe ways in which communicable diseases are spread			
Identify the types of pathogens that cause communicable diseases			
Name common treatments for communicable diseases			
Preventing Communicable Diseases			
Examine the ways the body protects itself against invading pathogens			
Identify community resources available to help treat and prevent the spread of communicable diseases			
List ways to care for the immune system and prevent the spread of diseases			
Common Communicable Diseases			
Determine how medical technology has affected the health status of the world			
Explain the causes, transmission, and treatment of common bacterial and viral diseases			
Explain the causes, transmission, and treatment of common fungal, protozoan, and parasitic diseases			

Unit	Topic	Lesson	Lesson Objectives
Noncommunicable Diseases and Disabilities			
		Cancer	<ul style="list-style-type: none"> Describe the causes and types of cancer Explain methods for treating cancer and recognize the importance of early detection Identify behaviors that put an individual at risk for developing cancer
		Common Noncommunicable Diseases	<ul style="list-style-type: none"> Describe noncommunicable diseases and the causes of noncommunicable diseases Differentiate between the types of diabetes and their causes List common hereditary diseases, immune disorders, and autoimmune diseases and methods for coping with them
		Disabilities	<ul style="list-style-type: none"> Define disability and describe mental and physical disabilities Describe laws and policies designed to accommodate individuals with disabilities Examine the challenges individuals with disabilities face
Unit 4: Healthy Behaviors			
Achieving Mental and Emotional Health			
		Evaluating Mental and Emotional Health	<ul style="list-style-type: none"> Describe how mental and emotional health fit into the stages of Maslow's hierarchy of needs Explain how personality influences a person's overall mental and emotional health Identify characteristics of good mental and emotional health
		Managing Emotions	<ul style="list-style-type: none"> Compare and contrast positive and negative methods for managing emotions Define and identify common emotions Describe the impact of emotions on overall health
		Developing Positive Self Esteem	<ul style="list-style-type: none"> Differentiate between high and low self-esteem Identify factors that influence self-esteem List strategies for improving self-esteem
Mental, Emotional, and Stress-Related Problems			
		Mental Health Disorders	<ul style="list-style-type: none"> Identify types of treatment and resources available for mental health disorders Name various types of mental health disorders Summarize the causes of mental health disorders

Unit	Topic	Lesson	Lesson Objectives
			<p>Anxiety, Depression, and Suicide</p> <ul style="list-style-type: none"> Identify strategies for coping with the symptoms of anxiety Identify strategies for coping with the symptoms of depression List the warning signs of suicide and determine strategies for preventing suicide <p>Grieving and Loss</p> <ul style="list-style-type: none"> Identify different kinds of loss and their effects Identify resources and methods that help a person cope with grief List the stages of the grieving process and how people react during each stage <p>Stress and Health</p> <ul style="list-style-type: none"> Describe how people react to stress physically, emotionally, and behaviorally Explain common sources of stress Recognize the relationship between stress and disease <p>Coping with Stress</p> <ul style="list-style-type: none"> Describe positive and negative strategies for coping with stress Develop healthy behaviors that help reduce stress
			<p>Relationships</p> <p>Healthy Friendships</p> <ul style="list-style-type: none"> Discuss resolutions for common difficulties that affect friendships List strategies for forming, building and strengthening healthy friendships Recognize different types of peer relationships and their effects on health <p>Family Relationships</p> <ul style="list-style-type: none"> Describe the importance of families and strategies for having health family relationships Develop strategies for preventing, avoiding, and treating abuse and violence within the family Examine how changes and challenges in the family impact health and wellness <p>Adulthood & Marriage</p> <ul style="list-style-type: none"> Describe the changes that occur from young adulthood to older adulthood Explain the responsibilities of parenthood, including how parents can promote a healthy family Identify characteristics of successful marriages and challenges married teens may face <p>Responding to Violence and Abuse</p> <ul style="list-style-type: none"> Describe how sources of conflict, violence, and abuse can be minimized Identify strategies for remaining safe at home and in the community Identify the causes and influences of various types of violence

Unit	Topic	Lesson	Lesson Objectives
Tobacco			
Using Tobacco			
Describe the harmful substances in tobacco and tobacco smoke			
Identify factors that contribute to tobacco use			
Summarize the effects of tobacco use on family, finances and society			
Dangers of Tobacco			
Describe the harmful effects of secondhand smoke, and the effects of tobacco on fetuses, infants and young children			
Examine laws, policies, and practices that help prevent tobacco-related disease			
Summarize the short-term and long-term health risks associated with tobacco use			
Choosing a Tobacco-Free Life			
Describe strategies, community resources and supports that make quitting smoking easier			
Describe the benefits of a tobacco-free lifestyle			
Develop strategies for refusing tobacco products			
Alcohol			
Using Alcohol			
Define alcohol and identify serving size and legal amounts			
Examine the negative consequences of alcohol use			
Identify factors that influence decisions about alcohol use			
Alcohol and the Body			
Describe alcoholism and its harmful affects on families and society			
Describe the harmful effects of alcohol on a developing fetus			
Describe the short-term and long-term effects of alcohol use on the body			
Choosing an Alcohol-Free Life			
Develop strategies for refusing alcohol			
Identify organizations involved in educating people about the dangers of alcohol			
Summarize treatment options for overcoming alcoholism			
Medicines and Drugs			
Drugs as Medicine			
Describe the role of medicine in health promotion, disease prevention, and possible complications that may arise from taking them			
Differentiate between prescription and over-the-counter medicines			
List laws, policies, and practices that relate to the safe use of medicine			

Unit	Topic	Lesson	Lesson Objectives
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Illegal Drugs

- Describe why and how illegal drugs are abused
- Differentiate between legal and illegal drugs
- Identify commonly abused illegal drugs and their effects

Drug Use Risks

- Describe drug abuse and examine the health risks and consequences involved in using drugs
- Describe how drug abuse affects the decision making process
- Identify the ways that drug use and abuse negatively affect families, friends, communities, and society

Choosing a Drug-Free Life

- Describe schools and community strategies for preventing the use of drugs and other addictive substances
- Develop strategies for refusing illegal drugs
- List treatment options for drug-related addictions and alternatives to drug and substance abuse

Unit	Topic	Lesson	Lesson Objectives
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Game Design

Course Overview

Introduction

- Describe some of the jobs found in the game design industry
- Describe the goal of the course
- List tips for achieving academic success in the course

Lab 1: Start the Course

- Identify computer requirements
- Learn how to move through the course
- Switch between windows

Lab 2: Set Up Your Computer

- Find files and folders on a computer
- Make a course folder
- Set up a computer to show the List folder view and file name extensions

Lab 3: Set Up a Browser and Install 7-Zip

- Download and install a zip utility
- Set up a Web browser

Lab 4: Download Resources and Zip Assignments

- Get the course resources
- Zip and unzip files and folders

Additional Materials

- Define copyright
- List the Top 5 netiquette rules

Project 1: Ping

Lab 1: Set up the Background

- Create an MMF2 application
- Identify types of games
- Rename a frame and an application
- Save a project
- Set up the MMF2 workspace

Unit	Topic	Lesson	Lesson Objectives
		Lab 2: Make Game Objects	<ul style="list-style-type: none">Add Active objects to the frameChange the background colorIdentify the Frame Editor and the play areaUse the drawing tools in the Animation Editor to change an Active object
		Lab 3: Add Paddles	<ul style="list-style-type: none">Add an Active object and change its color and sizeClone an objectRename and align objects
		Lab 4: Bounce the Ball	<ul style="list-style-type: none">Add movement to the ball and set its initial directionDefine event, condition, and actionDefine static object and Bouncing Ball movementMake a collision event in the Event Editor
		Lab 5: Move the Paddles	<ul style="list-style-type: none">Add Eight Directions movement to an objectChange keyboard controlsSet objects to players
		Lab 6: Test and Select Positions	<ul style="list-style-type: none">Define X and Y coordinatesMake test position events that contain and reset the ball
		Lab 7: Keep Score	<ul style="list-style-type: none">Add Score objects and set them to playersCreate events that track the score and end the gameDefine Score objectFormat text
		Lab 8: Add Text and Sound	<ul style="list-style-type: none">Add a String object with two paragraphsAdd sounds to a gameCreate events that display textDefine String objectDefine WAV and MP3

Unit	Topic	Lesson	Lesson Objectives
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Lab 9: Add a Title Screen

- Add a Start frame
- Add text and a button
- Build the game as an .exe file to share with others
- Create an event that moves the game to another frame
- Define title screen, Storyboard Editor, and thumbnail image

Assignment 1 - EL5727

- Add on to your work from this unit
- Check your added on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Study Guide and Quiz

- Review and take the quiz

Project 2: Ice Breakers

Lab 1: Add a Library

- Add a library folder
- Add frames to a new application
- Define library and identify the Library Toolbar

Lab 2: Add Backgrounds

- Add a start button
- Define Backdrop object
- Lock and unlock an object
- Preview library objects

Lab 3: Add Snowboards and a Snowball

- Add Bouncing Ball movement to the ball
- Add game objects
- Create events that bounce the ball

Lab 4: Add the Paddle

- Add mouse controlled movement and set a movement zone
- Create a keyboard controlled event
- Define mouse controlled movement

Unit	Topic	Lesson	Lesson Objectives
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Lab 5: Add Ice Cubes and Sound

- Create events that destroy objects
- Create events that play sounds
- Duplicate objects in rows and columns

Lab 6: Add Lives

- Add a Lives object and create an event that subtracts lives
- Define lives and Lives object
- End the game
- Reset the ball

Lab 7: Keep Score

- Add a Hi-Score object
- Add a Score object
- Build the game as an .exe file to share with others
- Format text

Assignment 2 - EL5727

- Add on to your work from this unit
- Check your added on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Study Guide and Quiz

- Review and take the quiz

Project 3: Cat Burglar

Lab 1: Set Up the Game

- Add a library folder and preview its objects
- Change the background color
- Define maze game and plot
- Open a new application and rename frames

Lab 2: Add the Cat and Maze

- Add game objects
- Create a collision event with a stop action to contain the cat in the maze

Unit	Topic	Lesson	Lesson Objectives
		Lab 3: Add Keys and Treasure	<ul style="list-style-type: none"> Add and destroy objects Create a pick or count condition Define collection items
		Lab 4: Add Blades	<ul style="list-style-type: none"> Add a Lives object and create an event that subtracts lives Add and position obstacles to create challenge
		Lab 5: Move the Blades	<ul style="list-style-type: none"> Bounce and contain the blades in the maze Change the bounce properties of an object
		Lab 6: Spin the Blades	<ul style="list-style-type: none"> Define animation, frame, animated object, and looping animation Move an object's hot spot Rotate an object
		Lab 7: Change the Cat	<ul style="list-style-type: none"> Create a new animation inside an object Create an animation sequence action to play an animation
		Lab 8: Make Start, Win, and Lose Screens	<ul style="list-style-type: none"> Add text Add, name, and move frames Change background colors
		Lab 9: Connect the Frames	<ul style="list-style-type: none"> Add a start button Add events that connect the frames Build the game as an .exe file to share with others
		Assignment 3 - EL5727	<ul style="list-style-type: none"> Add on to your work from this unit Check your added on work Check your work from this unit Compress (zip) your files Submit your compressed files to your instructor
		Study Guide and Quiz	<ul style="list-style-type: none"> Review and take the quiz

Unit	Topic	Lesson	Lesson Objectives
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Project 4: Alien Attack**Lab 1: Set Up the Game**

- Add a library folder and preview its objects
- Change the background color and add an object
- Define shooter game
- Open a new application and rename frames

Lab 2: Add Spaceships

- Add spaceships and give them Path movement
- Draw a path for the spaceships
- Reverse and loop movement

Lab 3: Add Aliens

- Add aliens
- Combine a timer condition and pick or count condition to make aliens appear

Lab 4: Create the Shield

- Add Bouncing Ball movement to the aliens and set their direction and speed
- Add the shield and destroy aliens when they hit the shield
- View the Appearing and Disappearing animations for the alien

Lab 5: Shoot the Aliens

- Add and format a Score object
- Create a start of frame condition and a set cursor shape action
- Define cursor and crosshair

Lab 6: Add a Particle System

- Create a start loop action
- Create an on loop condition with a shoot an object action
- Define particle and particle system
- Reorder actions in the Event List Editor

Lab 7: Add a Health Meter

- Add a Counter object and make it look like a horizontal bar
- Add a gradient to the Counter object
- Define initial value, minimum value, and maximum value for a Counter object
- Subtract from the Counter object

Unit	Topic	Lesson	Lesson Objectives
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Lab 8: Add Challenge

- Create an event that increases the speed of the aliens every 10 points
- Define calculation and math symbols in MMF2
- Destroy the shield when the health runs out
- End the game

Lab 9: Make Start and End Frames

- Add a Hi-Score object
- Add backgrounds and text
- Add, name, and move frames
- Build the game as an .exe file to share with others
- Connect the frames

Assignment 4 - EL5727

- Add on to your work from this unit
- Check your added on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Study Guide and Quiz

- Review and take the quiz

Project 5: Pest Busters

Lab 1: Set Up the Game

- Add a library folder and preview its objects
- Define horizontal and vertical scrolling
- Define side-scrolling game
- Open a new application and rename frames

Lab 2: Add Objects on Layers

- Add and arrange layers
- Define parallax perspective, layers, and Layers Toolbar
- Hide and lock layers
- Put objects on layers

Unit	Topic	Lesson	Lesson Objectives
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Lab 3: Scroll the Layers

- Change the virtual width
- Create a scrolling event
- Define pixel, coordinate, visible play area, and virtual width
- Use layer coefficients to change scrolling speed
- Wrap layers

Lab 4: Control the Ships

- Add bullets and a shoot an object action
- Add Eight Directions movement to an object
- Change player controls
- Contain objects in the visible play area

Lab 5: Add Pest Enemies

- Add pests, poison, and pest bases
- Make the bases invisible
- Shoot pests from the bases toward the players
- Shoot poison from the pests

Lab 6: Track Points and Lives

- Add and format a shared Score object
- Add collision events that destroy objects
- Add two separate Lives objects
- Subtract lives and destroy player

Lab 7: Add Bonuses

- Add a bonus object and shoot it from the bases toward the player
- Create an End frame with a Hi-Score object
- Create an event that restores lives
- Define bonus

Lab 8: Create a One-Player Version

- Build the game as an .exe file to share with others
- Clone a frame and remove objects and events from a frame
- Create the Start frame
- Set up separate start buttons
- Use the Picture Editor to change objects

Unit	Topic	Lesson	Lesson Objectives
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Assignment 5 - EL5727

- Add on to your work from this unit
- Check your added on work
- Check your work from this unit
- Compress (zip) your files
- Submit your compressed files to your instructor

Study Guide and Quiz

- Review and take the quiz

Project 6: Amazon Adventure

Lab 1: Set Up the Game

- Add a library folder and preview its objects
- Define platform and platform game
- Open a new application and rename frames

Lab 2: Add the Backdrop and Scientist

- Define virtual size and change the virtual size of a frame
- Identify the Local Library and add an object from it
- Zoom out

Lab 3: Move the Scientist

- Change scrolling speed
- Define Platform movement and add it to an object
- Scroll layers relative to an object
- View the object's animations

Lab 4: Add Ladders and Platforms

- Add a ladder and platform
- Change Backdrop object settings
- Change the gravity and strength jump settings of an object
- Clone the ladder and platform and arrange them
- Create a collision event with Backdrop objects

Lab 5: Add Collection Objects

- Add a non-scrolling layer
- Add objects to platforms
- Create visibility conditions that let the player move to the next level
- Define collection area and add collection area objects
- Make objects invisible at start and set them to appear later

Unit	Topic	Lesson	Lesson Objectives
		Lab 6: Add Obstacles	<ul style="list-style-type: none">Add a warp object, an alligator, and a birdDraw a motion path for the birdSet the warp to move the player back to the starting position
		Lab 7: Drop Pineapples	<ul style="list-style-type: none">Add Pinball movement to the pineapplesCreate a timer condition that makes pineapples appear near the birdDestroy pineapples when they hit objects or the ground
		Lab 8: Start and End the Game	<ul style="list-style-type: none">Add a Lives object and create events that subtract livesAdd a Start frame and a transitionBuild the game as an .exe file to share with othersCreate a Level 2 frameRestart the game
		Assignment 6 - EL5727	<ul style="list-style-type: none">Add on to your work from this unitCheck your added on workCheck your work from this unitCompress (zip) your filesSubmit your compressed files to your instructor
		Study Guide and Quiz	<ul style="list-style-type: none">Review and take the quiz
Final Test			

Unit	Topic	Lesson	Lesson Objectives
Unit 1: Health and Wellness Basics			
Personal Health and Wellness			
Health and Wellness			
Analyze how influences such as heredity, environment, and culture impact health			
Describe the six dimensions of health			
Differentiate between health and wellness			
A Healthy Lifestyle			
Describe how changes in lifestyle have affected health, wellness, and disease			
Describe how individuals can address health problems and endorse health advocacy through education			
Identify controllable and uncontrollable health risk factors and the behaviors that can cause them			
Personal Health Skills			
Decision Making			
Analyze influences on people's decisions and describe the consequences of decision making			
List the steps in the decision making process			
Recommend the steps a person can take to address consequences caused by poor decision making			
Setting Healthy Goals			
Develop an action plan to achieve a personal goal			
Differentiate between long-term goals and short-term goals			
Identify guidelines that should be followed when setting goals			
Personal Care			
Analyze the importance of sleep hygiene for overall health			
Describe personal strategies for minimizing potential harm from exposure to the Sun			
Identify strategies for personal care and hygiene that promote health			
Consumer Health			
Making Consumer Choices			
Analyze health messages delivered through advertisements in the media			
Describe factors that influence consumer decisions about health products, procedures, and information			
Explore the ways in which technology affects the accessibility and reliability of healthcare information			
Choosing Health Services			
Analyze the cost and accessibility of health services for all people			
Describe health care services that are available in the community and how they relate to disease prevention and health promotion			
Evaluate health and fitness professionals			

Unit	Topic	Lesson	Lesson Objectives
			<p>Dealing with Consumer Issues</p> <ul style="list-style-type: none"> Explain methods for addressing critical health issues that result from fraud Identify government agencies, consumer groups, and business organizations in the community and world that advocate for consumer rights List and describe common health-related and fitness-related fallacies
			<p>Safety and Environmental Health</p> <p>Making Wise Personal-Safety Decisions</p> <ul style="list-style-type: none"> Develop strategies for preventing injuries at work and home Discuss how climate and environmental conditions can influence the safety of recreational activities Discuss the importance of safety precautions while engaging in water-based activities <p>First Aid</p> <ul style="list-style-type: none"> Defend the importance of learning first aid for responding to accidental injuries Examine strategies for responding to common injuries List the steps for responding to life-threatening emergencies and administering CPR <p>Environmental Health</p> <ul style="list-style-type: none"> Critique strategies developed and approved by environmental protection agencies for protecting the environment Describe issues related to air quality and its effects on health Examine how various types of pollution impact local communities and the world
			<p>Unit 2: Mental and Emotional Health</p> <p>Achieving Mental and Emotional Health</p> <p>Evaluating Mental and Emotional Health</p> <ul style="list-style-type: none"> Describe how mental and emotional health fit into the stages of Maslow's hierarchy of needs Explain how personality influences a person's overall mental and emotional health Identify characteristics of good mental and emotional health <p>Managing Emotions</p> <ul style="list-style-type: none"> Compare and contrast positive and negative methods for managing emotions Define and identify common emotions Describe the impact of emotions on overall health <p>Developing Positive Self Esteem</p> <ul style="list-style-type: none"> Differentiate between high and low self-esteem Identify factors that influence self-esteem List strategies for improving self-esteem

Unit	Topic	Lesson	Lesson Objectives
Mental, Emotional, and Stress-Related Problems			
Mental Health Disorders			
Identify types of treatment and resources available for mental health disorders			
Name various types of mental health disorders			
Summarize the causes of mental health disorders			
Anxiety, Depression, and Suicide			
Identify strategies for coping with the symptoms of anxiety			
Identify strategies for coping with the symptoms of depression			
List the warning signs of suicide and determine strategies for preventing suicide			
Stress and Health			
Describe how people react to stress physically, emotionally, and behaviorally			
Explain common sources of stress			
Recognize the relationship between stress and disease			
Coping with Stress			
Describe positive and negative strategies for coping with stress			
Develop healthy behaviors that help reduce stress			
Unit 3: Family and Social Health			
Skills for Healthy Relationships			
Communication			
Describe the communication process and effective and ineffective communication			
Develop speaking, listening, and nonverbal communication skills necessary for building healthy relationships			
Differentiate between passive, assertive, and aggressive communication styles			
Conflict Management			
Demonstrate an understanding of conflict resolution strategies			
Identify the causes of conflict			
Recognize factors that influence conflict resolution			
Responding to Violence and Abuse			
Describe how sources of conflict, violence, and abuse can be minimized			
Identify strategies for remaining safe at home and in the community			
Identify the causes and influences of various types of violence			

Unit	Topic	Lesson	Lesson Objectives
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Family and Peer Relationships

Family Relationships

- Describe the importance of families and strategies for having health family relationships
- Develop strategies for preventing, avoiding, and treating abuse and violence within the family
- Examine how changes and challenges in the family impact health and wellness

Healthy Friendships

- Discuss resolutions for common difficulties that affect friendships
- List strategies for forming, building and strengthening healthy friendships
- Recognize different types of peer relationships and their effects on health

Peer Pressure and Refusal Skills

- Differentiate between positive and negative peer pressure
- Discuss the refusal skills needed to make responsible decisions under pressure
- Identify causes of peer pressure and describe situations in which peer pressure is common

Dating Relationships

- Describe the pressures of a teen relationship
- List characteristics of a healthy and safe dating relationship
- Summarize the possible consequences of sexual activity for teens

Unit 4: Nutrition and Physical Activity

Fitness

Physical Activity Benefits

- Describe how much physical activity is recommended for developing health and fitness
- Identify ways physical activity helps lower the risk for disease
- Summarize the benefits of participating in regular physical activity

Physical Fitness Attitudes

- Identify why physical fitness is an important health factor in the United States
- Recognize attitudes that positively and negatively influence physical fitness and discuss the benefits of having a positive attitude

Your Fitness Plan

- Describe strategies that can help maintain a fitness program over the long term
- Explain the steps for putting together a successful personal fitness program
- Tailor a fitness program to accommodate different life stages

Unit	Topic	Lesson	Lesson Objectives
Food and Nutrition			
Food and Health			
Analyze the relationship between nutrition, health, and wellness			
Describe the functions of the six basic nutrients in maintaining health			
Recall common nutrition terminology			
Nutritional Needs			
Assess nutritional needs based on dietary guidelines and the Food Guide Pyramid			
Describe how nutritional needs change throughout the lifespan			
Formulate healthy meal plans and snacks as part of a balanced diet			
Guidelines for Healthy Eating			
Analyze the conditions that lead to the spread of common foodborne illnesses			
Analyze the information on food labels and apply it to make better food choices			
Recognize common myths regarding nutrition			
Body Composition			
Healthy Body Composition			
Define body composition and describe the importance of body fat			
Describe genetic, physiological, and lifestyle factors that influence body composition			
Identify health-related problems associated with abnormal percentages of body fat			
Determining and Controlling Body Composition			
Analyze additional strategies for achieving or maintaining a healthy body composition			
Apply the exercise principles to controlling body composition			
Describe methods for determining body composition, including Body Mass Index			
Diets			
Describe common dietary restrictions and trends			
Differentiate between multiple meanings of diet			
Identify additional harmful diets and weight-loss strategies and their effects on the body			
Body Image and Eating Disorders			
Develop a methodology for improving body image			
Discuss the relationship between body image and eating disorders, including the influence of the media on body image			
List the symptoms and health dangers of the most common eating disorders			

Unit	Topic	Lesson	Lesson Objectives
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Unit 5: Growth and Development

The Human Body

The Skeletal, Muscular, and Nervous Systems

Describe the structures and proper care of the of the skeletal system

Describe the structures of the nervous system and identify injuries and diseases the affect the nervous system

Summarize the muscular system, including the functions, types of muscles, and problems associated with the system

The Cardiovascular and Respiratory Systems

Describe proper care of the cardiovascular and respiratory systems to avoid disease

Describe the functions and structures of the cardiovascular system

Describe the functions and structures of the respiratory system

The Digestive and Urinary Systems

Describe proper care of the digestive and urinary systems to avoid disease and problems that can occur in the urinary and digestive systems

Describe the functions and structures of the digestive system

Describe the functions and structures of the urinary system

The Endocrine and Reproductive Systems

Describe the functions and structures of the endocrine system

Identify the names and functions of the parts of the female reproductive system

Identify the names and functions of the parts of the male reproductive system

Prenatal Development and Birth

Abstinence and Contraceptives

Discuss refusal skills and avoidance techniques for avoiding sexual activity

Evaluate commonly used contraceptive methods, including abstinence, for effectiveness in preventing pregnancy

List the advantages of abstinence, including social and emotional benefits

Pregnancy

Describe the stages of labor

Explain the importance of proper prenatal care and nutrition during pregnancy

Summarize how human life begins from conception through the stages of development

Heredity and Genetics

Analyze genetic testing and research and describe their impact on the health of people with hereditary disorders

Describe heredity and genetics and their role in human development

Identify common hereditary disorders

Unit	Topic	Lesson	Lesson Objectives
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Adolescence and Adulthood

Adolescence

- Compare the physical changes that occur in boys and girls during adolescence
- Describe social changes experienced during adolescence
- Describe the mental and emotional changes that occur during adolescence

Adulthood & Marriage

- Describe the changes that occur from young adulthood to older adulthood
- Explain the responsibilities of parenthood, including how parents can promote a healthy family
- Identify characteristics of successful marriages and challenges married teens may face

Grieving and Loss

- Identify different kinds of loss and their effects
- Identify resources and methods that help a person cope with grief
- List the stages of the grieving process and how people react during each stage

Unit 6: Tobacco, Alcohol, and Drugs

Tobacco

Using Tobacco

- Describe the harmful substances in tobacco and tobacco smoke
- Identify factors that contribute to tobacco use
- Summarize the effects of tobacco use on family, finances and society

Dangers of Tobacco

- Describe the harmful effects of secondhand smoke, and the effects of tobacco on fetuses, infants and young children
- Examine laws, policies, and practices that help prevent tobacco-related disease
- Summarize the short-term and long-term health risks associated with tobacco use

Choosing a Tobacco-Free Life

- Describe strategies, community resources and supports that make quitting smoking easier
- Describe the benefits of a tobacco-free lifestyle
- Develop strategies for refusing tobacco products

Alcohol

Using Alcohol

- Define alcohol and identify serving size and legal amounts
- Examine the negative consequences of alcohol use
- Identify factors that influence decisions about alcohol use

Unit	Topic	Lesson	Lesson Objectives
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Alcohol and the Body

- Describe alcoholism and its harmful affects on families and society
- Describe the harmful effects of alcohol on a developing fetus
- Describe the short-term and long-term effects of alcohol use on the body

Choosing an Alcohol-Free Life

- Develop strategies for refusing alcohol
- Identify organizations involved in educating people about the dangers of alcohol
- Summarize treatment options for overcoming alcoholism

Medicines and Illegal Drugs

Drugs as Medicine

- Describe the role of medicine in health promotion, disease prevention, and possible complications that may arise from taking them
- Differentiate between prescription and over-the-counter medicines
- List laws, policies, and practices that relate to the safe use of medicine

Illegal Drugs

- Describe why and how illegal drugs are abused
- Differentiate between legal and illegal drugs
- Identify commonly abused illegal drugs and their effects

Drug Use Risks

- Describe drug abuse and examine the health risks and consequences involved in using drugs
- Describe how drug abuse affects the decision making process
- Identify the ways that drug use and abuse negatively affect families, friends, communities, and society

Choosing a Drug-Free Life

- Describe schools and community strategies for preventing the use of drugs and other addictive substances
- Develop strategies for refusing illegal drugs
- List treatment options for drug-related addictions and alternatives to drug and substance abuse

Unit 7: Diseases and Disorders

Communicable Diseases

Defining Communicable Diseases

- Describe ways in which communicable diseases are spread
- Identify the types of pathogens that cause communicable diseases
- Name common treatments for communicable diseases

Unit	Topic	Lesson	Lesson Objectives
			<p>Preventing Communicable Diseases</p> <ul style="list-style-type: none"> Examine the ways the body protects itself against invading pathogens Identify community resources available to help treat and prevent the spread of communicable diseases List ways to care for the immune system and prevent the spread of diseases <p>Common Communicable Diseases</p> <ul style="list-style-type: none"> Determine how medical technology has affected the health status of the world Explain the causes, transmission, and treatment of common bacterial and viral diseases Explain the causes, transmission, and treatment of common fungal, protozoan, and parasitic diseases
			<p>Sexually Transmitted Infections</p> <p>Risks of Sexually Transmitted Infections</p> <ul style="list-style-type: none"> Describe how STIs are spread from one person to another and how to prevent the spread of STIs Describe the prevalence of sexually transmitted infections and identify why teenagers are particularly at risk for being infected Examine the responsibilities of people who think they may be infected with an STI <p>Common Sexually Transmitted Infections</p> <ul style="list-style-type: none"> Describe the transmission, symptoms, and treatment for common STIs Examine public health policies and practices regarding the prevention and treatment of STIs List examples of ways in which STIs can damage a person's health, including the effects on a fetus <p>Understanding HIV and AIDS</p> <ul style="list-style-type: none"> Describe how HIV infects and destroys the immune system Describe the process of getting tested for HIV and the treatment for HIV infections and AIDS Identify behaviors known to transmit HIV, and behaviors that do not transmit HIV <p>Living with HIV and AIDS</p> <ul style="list-style-type: none"> Analyze the HIV/AIDS pandemic and strategies for improving the current global status Describe the challenges of a person living with HIV/AIDS Relate risk behaviors to the transmission of HIV and describe methods to prevent transmission
			<p>Noncommunicable Diseases and Disabilities</p> <p>Cardiovascular Diseases</p> <ul style="list-style-type: none"> Describe common types of cardiovascular disease List ways to identify, treat, and prevent cardiovascular disease Summarize how one's lifestyle can contribute to cardiovascular disease

Unit	Topic	Lesson	Lesson Objectives
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Cancer

Describe the causes and types of cancer

Explain methods for treating cancer and recognize the importance of early detection

Identify behaviors that put an individual at risk for developing cancer

Common Noncommunicable Diseases

Describe noncommunicable diseases and the causes of noncommunicable diseases

Differentiate between the types of diabetes and their causes

List common hereditary diseases, immune disorders, and autoimmune diseases and methods for coping with them

Disabilities

Define disability and describe mental and physical disabilities

Describe laws and policies designed to accommodate individuals with disabilities

Examine the challenges individuals with disabilities face

Unit	Topic	Lesson	Lesson Objectives
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Introduction to Entrepreneurship I

Course Overview

Introduction

- Describe the goal of the course
- Describe the different ways in which a person might use entrepreneurial skills
- List tips for achieving academic success in the course

Start the Course

- Identify computer requirements
- Learn how to move through the course
- Switch between windows

Set Up Your Computer

- Find files and folders on a computer
- Make a course folder
- Set up a computer to show the List folder view and file name extensions

Set Up a Browser and Install 7-Zip

- Download and install a zip utility
- Set up a Web browser
- Zip and unzip files and folders

Research and Citation

- Define plagiarism and citation
- Identify trustworthy sources of information

Additional Materials

- Define copyright
- List the top 5 netiquette rules

The Role of the Entrepreneur

Entrepreneurship Basics

- Define and identify entrepreneurs
- Identify differences between product-based and service-based businesses
- Identify units of sale for different types of businesses

Producers and Consumers

- Identify differences between producers and consumers
- Identify factors that make regional economies different
- Identify how an economy is formed

Unit	Topic	Lesson	Lesson Objectives
			<p>Entrepreneurs and the Economy</p> <ul style="list-style-type: none"> Define capitalism and identify how it encourages entrepreneurship and competition Identify how entrepreneurs are important to their communities and the nation Identify ways to tell if an economy is strong or weak <p>Past and Future of Entrepreneurship</p> <ul style="list-style-type: none"> Identify contributions of entrepreneurs to the economic growth and development of the U.S. Identify differences between inventors and entrepreneurs Identify future prospects for entrepreneurship Identify the role of the entrepreneur in the local community <p>Assignment 1</p> <ul style="list-style-type: none"> Research and reflect on key concepts from this unit Submit your research and reflections to your instructor
			<p>Entrepreneurship as a Career</p> <p>Self-Employment</p> <ul style="list-style-type: none"> Identify advantages and disadvantages of self-employment Identify the special advantages and disadvantages of teen entrepreneurs <p>Characteristics of Entrepreneurs</p> <ul style="list-style-type: none"> Identify characteristics of successful entrepreneurs Identify skills and education that are helpful for entrepreneurs <p>Personal Potential for Entrepreneurship</p> <ul style="list-style-type: none"> Assess your personal potential to become an entrepreneur Identify reasons to become an entrepreneur <p>Career Paths for Entrepreneurs</p> <ul style="list-style-type: none"> Identify career paths that can help a person develop entrepreneurial skills and characteristics Identify how entrepreneurial qualities can be useful for employees <p>Assignment 2</p> <ul style="list-style-type: none"> Research and reflect on key concepts from this unit Submit your research and reflections to your instructor
			<p>Economic Principles</p> <p>Profit and Loss</p> <ul style="list-style-type: none"> Define profit, gross profit, and net profit Define value, loss, and startup costs Identify differences between gross and net profit Identify ways to increase a company's net profit

Unit	Topic	Lesson	Lesson Objectives
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Profit Motive and Competition

- Define profit motive and identify its impact on business
- Identify difference between direct and indirect competition
- Identify differences between price and nonprice competition
- Identify how a company can improve its competitive position

Supply and Demand

- Define supply, demand, and scarcity
- Identify causes of scarcity
- Identify how the Law of Supply and Demand works

Factors of Production

- Identify differences between industrial and consumer goods
- Identify how land, labor, capital, and entrepreneurship combine as factors of production

Assignment 3

- Research and reflect on key concepts from this unit
- Submit your research and reflections to your instructor

Production and Delivery

Fields of Business Activity

- Identify major fields of business activity, including extractive, manufacturing, wholesaling, retailing, services, subcontracting, and cottage industries

Product and Service Types

- Identify types of consumer goods, based on durability and buying habits
- Identify types of services
- Identify ways to distribute products and services

Economic Utility

- Define and identify economic utility, including form, place, time, possession, and information utility
- Identify ways to add economic utility to products and services

The Product Life Cycle

- Define economies and diseconomies of scale
- Define market saturation
- Identify the stages of the product life cycle

Assignment 4

- Research and reflect on key concepts from this unit
- Submit your research and reflections to your instructor

Unit	Topic	Lesson	Lesson Objectives
Small Business Basics			
Stages and Parts of a Business			
Identify other departments that a business might have			
Identify the four parts of a business, including production, finance, marketing, and customer service			
Success and Failure			
Identify factors that contribute to small business failure			
Identify factors that contribute to small business success			
Business Ethics			
Define ethics and ethical behavior			
Identify conflicts of interest and examples of ethical business practices			
Identify social responsibilities and legal issues involved in ethical business choices			
Identify the role of the entrepreneur in promoting ethical business practices			
Assignment 5			
Research and reflect on key concepts from this unit			
Submit your research and reflections to your instructor			
Business Ideas and Opportunities			
Small Business Opportunities			
Evaluate an idea to determine if it is a good opportunity			
Identify how to recognize opportunities for small businesses in the global marketplace			
Identify the role of a small business in the global economy			
Developing Business Ideas			
Identify brainstorming, creative thinking, and observations as ways to generate business ideas			
Identify changes and trends as a source of new business ideas			
Identify current resources, publications, and sites available to assist with determining what type of business to start			
Personality and Skills			
Identify how personal goals, lifestyle, background, hobbies, interests, experience, abilities, and financial resources will impact one's choice of business			
Identify the importance of personality and ability when selecting a type of business to open			
Assignment 6			
Research and reflect on key concepts from this unit			
Submit your research and reflections to your instructor			
Defining Your Business			
Setting a Purpose			
Identify the importance of a mission and vision statement for a business			
Identify the importance of defining your business			

Unit	Topic	Lesson	Lesson Objectives
			<p>Your Business Plan</p> <ul style="list-style-type: none"> Identify and describe the parts of a business plan Identify how to use a business plan Identify reasons for writing a business plan <p>Setting the Scope</p> <ul style="list-style-type: none"> Identify how the scope of products and services will be different for different types of businesses Identify how to determine what products and services the business will offer Identify reasons to focus the scope of a company's products and services <p>Assignment 7</p> <ul style="list-style-type: none"> Research and reflect on key concepts from this unit Submit your research and reflections to your instructor
			<p>Business Organization</p> <p>Business Structures</p> <ul style="list-style-type: none"> Define pass-through taxation Identify reasons for limiting personal liability for a company Identify the legal forms of business ownership and the legal and tax implications of each <p>Corporations and Franchises</p> <ul style="list-style-type: none"> Identify how to choose a form of business ownership Identify the purpose of franchising Identify the three main types of corporations <p>Registering a Business</p> <ul style="list-style-type: none"> Identify how to register a trademark with the state and federal government Identify how to register for taxes Identify reasons to get a DBA name for a company Identify sources of assistance in planning and licensing a business Identify where to get business licenses and permits <p>Internal Organization</p> <ul style="list-style-type: none"> Identify different types of organization charts Identify records needed by small businesses Identify ways to organize a business and its tasks <p>Buying and Using Inventory</p> <ul style="list-style-type: none"> Identify factors that affect purchasing Identify procedures for shipping and receiving Identify ways to control inventory

Unit	Topic	Lesson	Lesson Objectives
		Assignment 8	<ul style="list-style-type: none"> Research and reflect on key concepts from this unit Submit your research and reflections to your instructor
		Marketing Basics	
		Brand Image	<ul style="list-style-type: none"> Identify differences between corporate and brand image Identify factors that affect brand image
		The Marketing Mix	<ul style="list-style-type: none"> Define marketing and market positioning Identify steps in developing a marketing message Identify the five P's and five C's of the marketing mix
		Market Penetration	<ul style="list-style-type: none"> Define market segmenting and research Define market share and market penetration strategy Identify questions to ask in a customer profile survey
		Assignment 9	<ul style="list-style-type: none"> Research and reflect on key concepts from this unit Submit your research and reflections to your instructor
		Promoting Your Company	
		Promotional Methods	<ul style="list-style-type: none"> Identify factors to evaluate in a promotion Identify promotional methods and costs
		Advertising Media	<ul style="list-style-type: none"> Identify differences between institutional and product advertising Identify types of advertising media and their strengths and weaknesses
		Advertising Messages	<ul style="list-style-type: none"> Identify differences between features and benefits Identify ways to use emotions, desires, fears, and needs in advertising messages
		Creating a Balanced Plan	<ul style="list-style-type: none"> Identify components of a marketing plan Identify the importance of coordinating diverse promotional activities
		Assignment 10	<ul style="list-style-type: none"> Research and reflect on key concepts from this unit Submit your research and reflections to your instructor

Unit	Topic	Lesson	Lesson Objectives
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Introduction to Entrepreneurship II

Course Overview

Introduction

- Describe the different ways in which a person might use entrepreneurial skills
- Describe the goal of the course
- List tips for achieving academic success in the course

Start the Course

- Identify computer requirements
- Learn how to move through the course
- Switch between windows

Set Up Your Computer

- Find files and folders on a computer
- Make a course folder
- Set up a computer to show the List folder view and file name extensions

Set Up a Browser and Install 7-Zip

- Download and install a zip utility
- Set up a Web browser
- Zip and unzip files and folders

Research and Citation

- Define plagiarism and citation
- Identify trustworthy sources of information

Additional Materials

- Define copyright
- List the Top 5 netiquette rules

Sales

Principles of Selling

- Identify differences between marketing and sales
- Identify principles of selling

Stages of Selling

- Describe the importance of customer service in customer retention
- Identify steps in completing a sale
- Identify the sales process, funnel, tunnel, and pipeline
- Identify the stages a potential customer goes through

Unit	Topic	Lesson	Lesson Objectives
			<p>Selling Opportunities</p> <ul style="list-style-type: none"> Identify how to use telemarketing as a sales tool Identify sales opportunities at markets, fairs, and trade shows Identify ways to combine sales strategies Identify ways to sell via the Internet <p>Sales Strategies</p> <ul style="list-style-type: none"> Define sales commissions and identify how they are used Define sales quotas and identify how they are used Describe network marketing <p>Assignment 1</p> <ul style="list-style-type: none"> Research and reflect on key concepts from this unit Submit your research and reflections to your instructor
			<p>Pricing</p> <p>Variable and Fixed Costs</p> <ul style="list-style-type: none"> Define and identify the cost of goods or services sold Define and identify variable and fixed costs Identify considerations in setting a selling price <p>Calculate Your Costs</p> <ul style="list-style-type: none"> Calculate costs if the company sells multiple products Calculate variable, fixed, and total cost per unit Define minimum selling price and break-even point <p>External Pricing Factors</p> <ul style="list-style-type: none"> Calculate markup Identify differences between elastic and inelastic demand Identify external pricing factors Identify the difference between cost-based and retail-based markup <p>Pricing Strategies</p> <ul style="list-style-type: none"> Define price fixing and bait-and-switch advertising Identify pricing strategies, including psychological pricing, unit pricing, product line pricing, promotional pricing, penetration pricing, and price skimming <p>Assignment 2</p> <ul style="list-style-type: none"> Research and reflect on key concepts from this unit Submit your research and reflections to your instructor

Unit	Topic	Lesson	Lesson Objectives
Personal Finance			
Personal Vision and Goals			
Create and monitor a personal vision			
Identify how to create a budget			
Set and prioritize personal financial goals			
Banking			
Define currency and exchange rate			
Identify bank security concerns and the purpose of the FDIC			
Identify banking services and how to complete transactions			
Identify differences between checking and savings accounts			
Identify the purpose of the Federal Reserve System			
Investing			
Calculate ROI			
Define financial risk and diversification			
Define interest and compound interest			
Define investing and identify investment goals			
Identify differences between equity and debt investments			
Assignment 3			
Research and reflect on key concepts from this unit			
Submit your research and reflections to your instructor			
Credit, Funding, and Risk			
Establishing Credit			
Define credit, credit history, and credit scores			
Identify ways to establish credit			
Borrowing and Lending			
Define loans and lines of credit			
Identify types of credit a business might offer its customers			
Funding a Business			
Define cash flow and forecasting			
Identify common business costs			
Identify types of funding and funders			
Risk Management			
Identify types of risk that small business owners face			
Identify ways small business owners can protect themselves from risk			

Unit	Topic	Lesson	Lesson Objectives
		Assignment 4	<ul style="list-style-type: none"> Research and reflect on key concepts from this unit Submit your research and reflections to your instructor
		Accounting	<p>Accounting</p> <ul style="list-style-type: none"> Define accounting, bookkeeping, and GAAP Identify accounting methods, internal accounting controls, and types of accounting Identify financial health factors <p>Bookkeeping and Customer Records</p> <ul style="list-style-type: none"> Define data and types of customer records Identify popular accounting software and its purpose Identify types of bookkeeping, including single-entry and double-entry <p>Financial Reporting</p> <ul style="list-style-type: none"> Identify common financial ratios Identify common financial statements <p>Assignment 5</p> <ul style="list-style-type: none"> Research and reflect on key concepts from this unit Submit your research and reflections to your instructor
		Taxes and Laws	<p>Taxation</p> <ul style="list-style-type: none"> Identify common federal, state, and local taxes Identify how to file taxes <p>Government Laws and Regulations</p> <ul style="list-style-type: none"> Identify the purpose of common government agencies and organizations <p>Business Law</p> <ul style="list-style-type: none"> Define agency relationship and administrative law Define civil case, plaintiff, and defendant Identify breach of contract and common business torts Identify the parts of a contract Identify types of intellectual property <p>Assignment 6</p> <ul style="list-style-type: none"> Research and reflect on key concepts from this unit Submit your research and reflections to your instructor

Unit	Topic	Lesson	Lesson Objectives
Culture, Globalization, and Technology			
Culture and Business			
Define culture, cultural diversity, and etiquette			
Define globalization			
Identify changes in American culture			
Identify cultural differences in business			
Global Trade			
Define exchange rate risk			
Define global trade and domestic trade			
Define importing, exporting, free trade, and tariff			
Identify benefits and risks of participating in global trade			
Identify factors that affect exchange rates			
Technology			
Define common technology terms			
Identify benefits of using technology in business			
Identify common computer equipment used in business			
Assignment 7			
Research and reflect on key concepts from this unit			
Submit your research and reflections to your instructor			
Workplace Skills			
Hiring Employees			
Define specialization, division of labor, generalization, law of diminishing returns, outsourcing, and layoffs			
Identify common personnel policies			
Identify components of orientation			
Identify how to assess a company's needs			
Identify ways to find employees			
Succeeding in the Workplace			
Define resignation and firing			
Identify common job-related documents and how they are used			
Identify positive work attitudes and behaviors			
Identify tips for successful interviews			

Unit	Topic	Lesson	Lesson Objectives
			Communicating in the Workplace <ul style="list-style-type: none">Define active listening, paraphrasing, and agendaIdentify common business documentsIdentify verbal, nonverbal, and written communication skills
			Management and Leadership <ul style="list-style-type: none">Define management and identify management stylesIdentify characteristics of successful teamsIdentify ways to get leadership and team experienceIdentify ways to motivate others
			Assignment 8 <ul style="list-style-type: none">Research and reflect on key concepts from this unitSubmit your research and reflections to your instructor
			Final Assignment
			Final Assignment: Part I <ul style="list-style-type: none">Research and reflect on key concepts from this unitSubmit your research and reflections to your instructor
			Final Assignment: Part II <ul style="list-style-type: none">Develop a business plan using key concepts from this courseSubmit your business plan to your instructor
			Final Assignment: Part III <ul style="list-style-type: none">Create notes for a presentation you can make about your business planSubmit your presentation notes to your instructor

Unit	Lesson	Lesson Objectives
Health Science Pathways and Careers		
Studying Health Science		
<ul style="list-style-type: none"> <li data-bbox="260 267 915 300">Describe techniques for studying health science information. <li data-bbox="260 305 842 337">Differentiate between health science and health care. <li data-bbox="260 342 898 375">Explain fields of study that are important to health science. 		
Evolution of the Health Science Industry		
<ul style="list-style-type: none"> <li data-bbox="260 425 1171 457">Compare and contrast modern medical practice with ancient ideas related to health. <li data-bbox="260 462 1304 495">Describe the major developments of healthcare history from ancient times until the present day. <li data-bbox="260 500 873 532">Describe the recent evolution of the healthcare industry. 		
Diagnostic Pathways and Careers		
<ul style="list-style-type: none"> <li data-bbox="260 583 961 615">Describe the characteristics of a diagnostic health science career. <li data-bbox="260 620 1094 652">Identify specialized trainings and certifications common in diagnostic careers. <li data-bbox="260 657 1033 690">Identify the responsibilities of various diagnostic health science careers. 		
Therapeutic Pathways and Careers		
<ul style="list-style-type: none"> <li data-bbox="260 740 978 773">Describe the characteristics of a therapeutic health science career. <li data-bbox="260 777 1110 810">Identify specialized trainings and certifications common in therapeutic careers. <li data-bbox="260 815 1050 847">Identify the responsibilities of various therapeutic health science careers. 		
Health Informatics Pathways and Careers		
<ul style="list-style-type: none"> <li data-bbox="260 898 1050 930">Describe the characteristics of a health informatics health science career. <li data-bbox="260 935 1182 967">Identify specialized trainings and certifications common in health informatics careers. <li data-bbox="260 972 1121 1005">Identify the responsibilities of various health informatics health science careers. 		
Support Services Pathways and Careers		
<ul style="list-style-type: none"> <li data-bbox="260 1055 1026 1088">Describe the characteristics of a support services health science career. <li data-bbox="260 1092 1432 1125">Identify specialized trainings and certifications common in biotechnology development and research careers. <li data-bbox="260 1130 1098 1162">Identify the responsibilities of various support services health science careers. 		
Biotechnology Development and Research Pathways and Careers		
<ul style="list-style-type: none"> <li data-bbox="260 1213 1291 1245">Describe the characteristics of biotechnology research and development health science careers. <li data-bbox="260 1250 1432 1282">Identify specialized trainings and certifications common in biotechnology research and development careers. <li data-bbox="260 1287 1371 1320">Identify the responsibilities of various biotechnology research and development health science careers. 		

Unit	Lesson	Lesson Objectives
Trends and the Future of Health Science		
<p>Analyze current trends in the drive to improve health care and healthcare delivery.</p> <p>Describe the job outlook for health science careers.</p> <p>Describe the ways technology has influenced health care.</p> <p>Explain the impact of technology on healthcare delivery.</p>		
Pursuing Health Science Careers		
Career Self-Assessment		
<p>Analyze personal goals and career interests.</p> <p>Identify ways to find information about health science careers.</p>		
Certification		
<p>Discuss laws which mandate certification requirements for employment in the healthcare industry.</p> <p>Explain the role and importance of certifications and licensure in the healthcare profession.</p> <p>Identify the government and professional organizations which regulate the credentialing and licensure process.</p>		
Planning for Career Requirements		
<p>Explain the process for acquiring necessary certification, licensure, and registration for a health science career.</p> <p>Identify the credentialing processes necessary for healthcare careers, including certification, licensure, and registration.</p>		
Career Portfolio and Resume		
<p>Describe the role of references and work samples.</p> <p>Identify documentation necessary for a job search, including career portfolios and resumes.</p> <p>Identify the components and traits of a cover letter.</p> <p>Identify the components and traits of a professional résumé.</p>		
Job Hunting		
<p>Explain the importance of self representation skills in career fields.</p> <p>Identify personal traits or attitudes desirable in a member of the healthcare team.</p> <p>Identify ways to find out about job opportunities.</p> <p>Interpret job advertisements.</p>		
Professionalism		
<p>? Identify personal qualities that contribute to professionalism.</p> <p>Describe strategies for managing resources.</p> <p>Describe strategies for managing time and tasks.</p>		

Unit	Lesson	Lesson Objectives
Professional Development		
<p>Explain how to retain and advance employment in a rapidly changing workplace.</p> <p>Explain the importance of ongoing professional development in the healthcare industry.</p> <p>Identify methods of attaining ongoing training in the healthcare industry.</p>		
Career Options		
<p>Examine entrepreneurship as a career planning option.</p> <p>Explain the steps necessary to become an entrepreneur in the health science industry.</p> <p>Recognize the impact of career decisions.</p>		
Workplace Law		
<p>Describe effective strategies for handling sexual harassment and other kinds of harassment in the workplace.</p> <p>Explain government regulations which affect labor and employment.</p> <p>Identify the main antidiscrimination laws and explain their role in protecting workers.</p>		
Ethics and the Law		
Ethics		
<p>Define the concepts of ethics and integrity and explain how they are related.</p> <p>Describe personal, professional, and organizational ethics.</p> <p>Examine current ethical issues related to the healthcare industry.</p> <p>Explain how and why regulations are needed to promote ethical behavior in the health science industry.</p> <p>Explain the purpose of Professional Standards of Care.</p>		
Patient Bill of Rights		
<p>Explain how federal legislation and activity has defined, codified, and protected the rights of patients.</p> <p>Explain the concepts of the Patient's Bill of Rights.</p> <p>Explain the importance of the Patient's Bill of Rights.</p>		
Medical Ethics and Advance Directives		
<p>Explain the conflict between beneficence and autonomy.</p> <p>Explain the importance of legal contracts in healthcare delivery, especially in regards to advance directives.</p> <p>Explain the relationship between the concept of autonomy and the doctrine of informed consent.</p>		

Unit	Lesson	Lesson Objectives
Confidentiality		
<p>Define confidentiality.</p> <p>Define privacy and privileged communication.</p> <p>Explain how the Health Insurance Portability and Accountability Act (HIPAA) helps protect patient confidentiality.</p> <p>Explain the importance of confidentiality in health care.</p>		
Workplace Liability and Malpractice		
<p>Examine the effect of liability on employers and employees in the health science industry.</p> <p>Explain practices that could result in malpractice, liability and/or negligence.</p> <p>Explain the responsibilities of healthcare workers to report illegal or unethical healthcare practices.</p> <p>Recognize the limits of authority and responsibility of healthcare workers.</p>		
Risk Management		
<p>Describe the relationship between incident reporting and quality improvements.</p> <p>Explain the importance of incident reporting protocols and investigations.</p> <p>Explain the role of risk management in healthcare.</p>		
Recognizing and Reporting Abuse		
<p>Describe the responsibilities health science workers in reporting domestic violence.</p> <p>Explain the responsibilities health science workers have in responding to suspected domestic violence.</p> <p>Identify the signs that indicate possible abuse or neglect.</p>		
Healthcare Systems		
Healthcare System Components		
<p>Describe the interdependence of healthcare professions and systems within the healthcare system.</p> <p>Explain systems theory.</p> <p>Explain the components of a healthcare system.</p>		
Healthcare Facilities		
<p>Differentiate between for-profit, non-profit, and government run healthcare facilities.</p> <p>Identify common types of healthcare facilities.</p>		
Health Insurance		
<p>Define health insurance.</p> <p>Identify and differentiate between common types of health insurance plans.</p> <p>Identify various health insurance plan components.</p>		

Unit	Lesson	Lesson Objectives
Health Care and Society		
<p>Analyze the role of the healthcare industry in public health issues.</p> <p>Examine community and social issues related to an health science industry.</p> <p>Examine labor issues related to an health science industry.</p> <p>Explain how the practice of lobbying affects the healthcare industry.</p>		
Health Care as a Business		
<p>Describe the impact of business on healthcare environments.</p> <p>Describe the role of financial responsibility within the health science industry.</p> <p>Describe the role of management within a health science industry.</p> <p>Describe the role of planning within the health science industry.</p>		
Healthcare Providers and Consumers		
<p>Describe the role of professionals in a variety of healthcare delivery systems.</p> <p>Differentiate among the types of medical care delivery systems.</p> <p>Identify services provided in a variety of healthcare delivery systems.</p> <p>Identify the roles and responsibilities of the consumer within the healthcare system.</p>		
Healthcare Trends		
<p>Analyze current trends in healthcare delivery systems.</p> <p>Examine the impact of the Internet on the healthcare industry and on the individual consumer.</p> <p>Explain how healthcare services impact the economy.</p>		
Responsibility and Quality Control in Health Care		
<p>Examine health, safety, and environmental issues related to an health science industry.</p> <p>Explain the rationale for having quality control systems in the healthcare industry.</p> <p>List and describe quality control systems and practices common in the healthcare industry.</p>		
Patient Care		
Patient Care Approaches		
<p>Describe ways to provide patient care that is respectful of ethnic, religious, cultural, and personal preferences.</p> <p>Explain why it is important for healthcare professionals to be aware of diverse characteristics in patients.</p>		
Patient Communication		
<p>Describe ways in which public relations skills and effective communication with patients can provide customer satisfaction.</p> <p>Identify the principles of communication used in establishing relationships between healthcare workers and patients.</p>		

Unit	Lesson	Lesson Objectives
Patient Education		
<p>Describe methods of explaining technical information at levels accessible to a variety of patients.</p> <p>Explain the importance of patient/client education in health care.</p> <p>Identify the common types of information that a patient or client may be interested in.</p>		
Handling Client Information		
<p>Describe the legal and professional standards for accessing, reporting, and documenting client health information.</p> <p>Describe the rationale for policies and procedures for handling personal information.</p> <p>Explain the process and importance of establishing patient identification and medical history.</p>		
Medical Records		
<p>Describe the legal implications of medical records.</p> <p>Explain the purpose of medical records.</p> <p>Identify the components of the medical record.</p>		
Vital Signs		
<p>Define vital signs and explain their purpose.</p> <p>Describe what is being measured for each vital sign.</p> <p>Explain the proper procedure for monitoring and recording vital signs.</p>		
Body Mechanics and Ergonomics for Patients		
<p>Explain the importance of body mechanics and ergonomics in a healthcare setting.</p> <p>Identify and analyze the principles of body mechanics and movements.</p> <p>Identify the basic medical exam positions.</p>		
Patient Ergonomics, Safety, and Transport		
<p>Demonstrate procedures for the safe transport and transfer of patients.</p> <p>Identify the basic medical exam positions that require ergonomics and patient safety considerations.</p>		
Health and Wellness		
Wellness		
<p>Describe how healthy and unhealthy behaviors affect wellness.</p> <p>Describe the importance of prevention.</p> <p>Differentiate between controllable and uncontrollable risk factors.</p> <p>Identify the fundamentals of wellness.</p>		

Unit	Lesson	Lesson Objectives
		<p>Cognitive and Emotional Development</p> <p>Describe common cognitive changes that occur from birth to adulthood.</p> <p>Describe common emotional changes that occur from birth to adulthood.</p> <p>Explain Maslow's hierarchy of human needs.</p> <p>Identify the effects of relationships on health and wellness.</p>
		<p>Wellness and Life Changes</p> <p>Describe the effects of aging on physical health and wellness.</p> <p>Examine various concepts of dealing with dying, death, and grief.</p>
		<p>Effects of Illness and Drug Abuse</p> <p>Discuss the adverse effects of the use of alcohol, illegal drugs, steroids and other high risk behaviors on the human body.</p> <p>Identify psychological reactions to illness including defense mechanisms.</p>
		<p>Disease Prevention and Wellness</p> <p>Describe the elements of a wellness and stress control plan that can be used in personal and professional life.</p> <p>Identify fundamentals disease prevention strategies.</p>
		<p>Diet and Wellness</p> <p>Describe dietary guidelines and explain basic dietary management.</p> <p>Explain how the body achieves nutrition through the digestion and metabolism of food.</p> <p>Identify the nutrients necessary for good achieving health and wellness.</p>
		<p>Food Safety and Handling</p> <p>Describe food safety laws and regulations in the US.</p> <p>Describe international food safety practices.</p> <p>Identify principles of safe food handling.</p>
		<p>Diversity in Health Care</p> <p>Define holistic care.</p> <p>Describe the relationship between culture, ethnicity, and race.</p> <p>Explain the importance of understanding cultural diversity in health care.</p> <p>Identify various factors that interfere with the acceptance of cultural diversity.</p>
		<p>Diverse Health Care Beliefs and Practices</p> <p>Compare and contrast various complementary and alternative health practices.</p> <p>Identify and evaluate cultural and religious differences in healthcare delivery concepts, methods, and techniques.</p> <p>Identify diverse beliefs and describe how they influence healthcare.</p> <p>Identify various factors that interfere with the acceptance of cultural diversity.</p>

Unit	Lesson	Lesson Objectives
Safety in the Workplace		
Healthcare Laws and Regulations		
<ul style="list-style-type: none"> Differentiate between federal and state laws and regulations governing health care Identify professional agencies and organizations in the healthcare field and their roles Identify the government institutions that affect the healthcare industry 		
Healthcare Safety Regulatory Agencies		
<ul style="list-style-type: none"> Discuss the Joint Commission on Accreditation of Health Organization's role in setting safety standards for patients Explain the role of each of the governing regulatory agencies on the practice of health care Explain the scope of the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) Identify various governing regulatory agencies 		
Hazards in Health Care		
<ul style="list-style-type: none"> Describe safety procedures and how they serve to keep healthcare environments safe Describe the Occupational Safety and Health Association (OSHA) and Centers for Disease Control (CDC) policies and procedures for handling and disposing of infectious and hazardous materials Identify common hazards and hazardous materials found in healthcare settings 		
Safety Policies and Procedures		
<ul style="list-style-type: none"> Define and differentiate between policies, procedures, and protocols Explain the importance of complying with institutional policies and procedures in order to maintain a safe and clean work environment Identify common safety practices in all aspects of the health science industry Justify the rationale behind protocols and safety procedures 		
Maintaining a Safe Work Environment		
<ul style="list-style-type: none"> Analyze the role and the responsibilities of the healthcare provider (student) in the classroom, laboratory, and various workplace settings in an emergency situation Explain the importance of a safe work environment Identify and practice security procedures for medical supplies and equipment Identify safety precautions and practices that can help maintain safety in healthcare environments Recognize Materials Safety Data Sheets (MSDS) and comply with safety signs, symbols and labels 		
Disaster Planning		
<ul style="list-style-type: none"> Explain proper disaster preparedness procedures for a variety of emergency situations Identify items found in a basic emergency kit Identify the components of disaster planning 		

Unit	Lesson	Lesson Objectives
Managing Emergency Scenarios		
<ul style="list-style-type: none"> Describe principles of emergency management Explain the components of fire safety and dealing with fires Identify the four stages of emergency management 		
Reducing Medical Errors		
<ul style="list-style-type: none"> Describe methods to prevent medical errors in the various healthcare settings Explain the importance of reducing and preventing medical errors in various healthcare settings Identify methods to reduce medical errors in the various healthcare settings 		
First Aid		
Infection Control and Asepsis		
<ul style="list-style-type: none"> Differentiate between cleaning, disinfecting, and sterilizing Evaluate the need for asepsis in the healthcare environment Explain the principles of infection control and asepsis Explain the steps and purpose of medical aseptic techniques 		
Chain of Infection		
<ul style="list-style-type: none"> Describe the purpose for and identify various types of isolation techniques Explain how to destroy or control the spread of infections Explain the chain of transmission of infection Identify common hospital-acquired infections 		
First Aid and Emergency Response		
<ul style="list-style-type: none"> Describe legal parameters relating to the administration of emergency care Explain how the use of personal protective equipment can help a first responder apply life support techniques safely Identify basic life support equipment Identify basic life support techniques Identify personal protective equipment 		
Blood-Borne Diseases		
<ul style="list-style-type: none"> Demonstrate knowledge of the legal aspects of AIDS, including testing Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood-borne pathogens by identifying "at-risk" behaviors Explain the infection control techniques that can help prevent the spread of diseases caused by blood-borne pathogens Identify community resources and services available to the individuals with diseases caused by blood-borne pathogens 		
Emergency Care: Falls and Poisoning		
<ul style="list-style-type: none"> Describe the causes, symptoms, and treatments of medical emergencies related to falls Describe the causes, symptoms, and treatments of medical emergencies related to poison and adverse drug reactions Explain how to respond to falls and poisoning cases 		

Unit	Lesson	Lesson Objectives
Emergency Care: Trauma and Shock		
<p>Describe the causes, symptoms, and treatments of medical emergencies related to shock</p> <p>Describe the causes, symptoms, and treatments of medical emergencies related to trauma</p> <p>Explain why burns are considered a type of trauma</p>		
Emergency Care: Seizures and Strokes		
<p>Describe the causes, symptoms, and treatments of medical emergencies related to seizures</p> <p>Describe the causes, symptoms, and treatments of medical emergencies related to strokes.</p> <p>Explain how to respond to seizures and strokes</p>		
Incident Recordkeeping in Health Care		
<p>Describe recordkeeping activities in health care</p> <p>Explain how recordkeeping activities can help prevent and reduce incidents in the workplace</p>		
Communication, Leadership, and Teamwork		
Communication Fundamentals		
<p>Define and differentiate between verbal and non-verbal communication</p> <p>Define communication, and analyze the process of communication</p> <p>Distinguish between effective and ineffective communication</p> <p>Explain the appropriate response to verbal and non-verbal cues</p>		
Diverse Communication Practices		
<p>Explain how to adapt communication skills for a diverse audience</p> <p>Identify effective communications skills necessary for responding to the needs of individuals in a diverse society</p> <p>Identify the consequences of poor communication</p>		
Overcoming Communication Barriers		
<p>Explain how communication barriers can affect the patient's ability and motivation to communicate</p> <p>Explain how communication barriers can be overcome</p> <p>Identify effective methods of communicating with patients who have physical, behavioral, or emotional impairments</p> <p>Identify the types of barriers which may interfere with effective communication</p>		
Leadership		
<p>Define leadership</p> <p>Describe the skills and responsibilities of a leader</p> <p>Explain how leaders who use mentoring can impact teams</p>		

Unit	Lesson	Lesson Objectives
		<p>Teamwork</p> <ul style="list-style-type: none"> Explain basic concepts of teamwork, and analyze different types of teams Explain the necessity of teamwork in providing quality healthcare services Identify the collaborative role of team members between systems to deliver quality health care Identify the common roles and responsibilities of healthcare team members
		<p>Conflict Resolution</p> <ul style="list-style-type: none"> Define conflict resolution Employ critical thinking and interpersonal skills to resolve conflicts Identify effective techniques for resolving conflict
		<p>Meetings</p> <ul style="list-style-type: none"> Demonstrate the ability to effectively conduct meetings Demonstrate the ability to effectively participate in meetings Explain how meetings can be effective tools to accomplish goals
		<p>Student Organizations</p> <ul style="list-style-type: none"> Explain how student organizations help foster leadership Explain the purpose of Career and Technical Student Organizations. Identify the benefits of belonging to Health Occupations Students of America (HOSA) Identify the purposes and goals of a student organization
		<p>Health Science Career Skills</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> Identify effective speaking and listening skills. Organize and develop ideas into accurate verbal reports. Plan and prepare effective oral presentations.
		<p>Reading</p> <ul style="list-style-type: none"> Define plagiarism and learn how to avoid it through proper documentation skills Demonstrate effective reading and writing skills Identify effective reading and writing skills Locate, organize and reference written information from various sources Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace
		<p>Math Skills</p> <ul style="list-style-type: none"> Convert units between systems of measurement, including metric and traditional units, and regular time to 24-hour time Demonstrate knowledge of common arithmetic operations in health care Make estimates and approximations and judge the reasonableness of the result

Unit	Lesson	Lesson Objectives
Calculating Medication Dosages		
<ul style="list-style-type: none"> Identify the main systems of measurement for medication Perform simple calculations related to measuring and converting doses of medication 		
Science Skills		
<ul style="list-style-type: none"> Collect and evaluate data, and develop scientific recommendations based on findings Discuss the role of creativity in constructing scientific questions, carrying out methods, and developing explanations Distinguish between subjective and objective information Formulate scientifically investigable questions and construct investigations 		
Observation and Reporting Skills		
<ul style="list-style-type: none"> Develop basic observational skills and related documentation strategies in written and oral form Identify the characteristics of good observational and reporting skills Report relevant information in order of occurrence 		
Reasoning Skills		
<ul style="list-style-type: none"> Demonstrate ability to evaluate and draw conclusions Explain the theory of root-cause analysis as used in health science Organize and communicate the results obtained by observation and experimentation 		
Using Data with Tables, Charts, and Graphs		
<ul style="list-style-type: none"> Apply data from tables, charts and graphs to provide solutions to health-related problems Create tables, charts and graphs from data Define tables, charts and graphs Interpret tables, charts and graphs from data 		
Technology in Health Science		
Using Technology in Health Care		
<ul style="list-style-type: none"> Define terms and demonstrate basic computer skills Describe the uses of computers in health care Employ collaborative/groupware applications to facilitate group work Use personal information management (PIM) applications to increase workplace efficiency 		
Information Technology		
<ul style="list-style-type: none"> Define information technology and informatics Explain necessary information technology skills Identify healthcare technology equipment used in diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems, and relate findings to identified societal risk factors 		

Unit	Lesson	Lesson Objectives
Use and Safety of the Internet		
<p>Demonstrate an understanding of Internet use and security issues</p> <p>Demonstrate and differentiate between appropriate and inappropriate use of telecommunications technology</p> <p>Identify Internet safety issues and procedures for complying with acceptable use standards</p>		
Technical Skills		
<p>Examine principles of technology that underlie the health and medical science industry</p> <p>Identify the technical skills required of workers in the health and medical science industry</p> <p>Interpret technical information related to the health science industry</p>		
Using Medical Equipment		
<p>Demonstrate the safe use of medical equipment</p> <p>Explain and summarize the process for reporting equipment or technology malfunctions</p> <p>Explain radiographic safety</p> <p>Identify various types of medical equipment</p>		
Biotechnology		
<p>Define biotechnology, and explain biotechnological concepts</p> <p>Describe the impact of biotechnology on preventive health care</p> <p>Describe the role biotechnology plays in medical forensics used in criminal investigations</p> <p>Discuss the ethics of biotechnology and other technological advances</p>		
Specimen Preparation and Handling		
<p>Analyze the process for examining cells to determine quantity and/or to look for abnormal cells in blood and other body fluids and tissues</p> <p>Analyze the process for studying body fluids and cells for bacteria, parasites, and other microorganisms</p> <p>Describe specimen preparation and handling</p>		
Laboratory Procedure		
<p>Explain how to assess lab findings using automated equipment and computerized instruments, microscopes, cell counters, and/or other sophisticated laboratory equipment</p> <p>Explain how to document results of laboratory findings</p> <p>Explain how to relay lab results to physicians</p>		

Unit	Topic	Lesson	Lesson Objectives
Unit 1: Beginning Fitness			
Introduction to Fitness			
Your Fitness Log			
Physical Fitness Basics			
Define physical fitness, physical activity and exercise			
Differentiate between health, wellness and physical fitness			
Justify the inclusion of physical activity as an essential component of personal health and wellness			
Physical Fitness and Lifestyle			
Describe the relationship between physical fitness and lifestyle			
List controllable and uncontrollable factors that influence physical fitness levels			
Physical Activity Benefits			
Describe how much physical activity is recommended for developing health and fitness			
Identify ways physical activity helps lower the risk for disease			
Summarize the benefits of participating in regular physical activity			
Physical Fitness Attitudes			
Identify why physical fitness is an important health factor in the United States			
Recognize attitudes that positively and negatively influence physical fitness and discuss the benefits of having a positive attitude			
Safety			
Beginning An Exercise Program			
Describe the characteristics of appropriate safety equipment for physical activity			
Explain the importance of having a medical evaluation prior to beginning a personal fitness program			
Recognize clothing that is appropriate for safe physical activity			
Environmental Conditions and Safety			
Describe how personal choice affects the safety of an exercise environment			
Discuss how extreme heat and cold can influence the safety of physical activity			
Explain methods for maintaining proper fluid balance during physical activity			
Common Sports Injuries and Prevention			
Identify exercises and movements that are dangerous and can lead to injury			
List and describe common exercise-related physical injuries			
List guidelines for preventing injuries during physical activity			
Treatment for Common Sports Injuries			
Assess physical activity injuries that require professional health or rehabilitation services			
Describe strategies for determining the severity of a sports injury			
Examine response strategies for injuries requiring basic first aid attention			

Unit	Topic	Lesson	Lesson Objectives
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Fitness Fundamentals

Principles of Exercise

- Apply the training principles of overload, progression, and specificity to physical activity
- Describe the components of FITT (Frequency, Intensity, Time, and Type)
- Identify proper procedures and benefits of warming up and cooling down

Health-related Fitness

- Describe strategies for assessing health-related fitness levels
- Identify activities which improve the components of health-related fitness
- List and define each of the five health-related fitness components

Skill-related Fitness

- Describe strategies for assessing skill-related fitness levels
- Identify factors that influence skill-related fitness levels
- List and define each of the six skill-related fitness components

Fitness Evaluation

- Discuss the factors involved in conducting a fitness evaluation using national fitness tests
- Interpret the results of a fitness evaluation
- Set personal fitness goals based on the results of a fitness evaluation

Biomechanical Principles

Movement

- Describe the effects of energy and force on movement using acceleration and velocity
- Explain the three classes of levers present in the human body and demonstrate their use in physical activity

Stability & Range of Motion

- Describe strategies for improving stability
- Describe the relationship between joints and range of motion
- Identify the six types of joints

Integrated Movement

- Describe the relationship between efficiency and energy use
- List external forces that provide resistance to human movement
- Use the principles of biomechanics to describe an integrated system of human movement

Unit	Topic	Lesson	Lesson Objectives
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Unit 2: Health-related Fitness

Cardiorespiratory Fitness

The Cardiovascular and Respiratory Systems

- Describe proper care of the cardiovascular and respiratory systems to avoid disease
- Describe the functions and structures of the cardiovascular system
- Describe the functions and structures of the respiratory system

Cardiovascular Diseases

- Describe common types of cardiovascular disease
- List ways to identify, treat, and prevent cardiovascular disease
- Summarize how one's lifestyle can contribute to cardiovascular disease

Physical Activity and Cardiorespiratory Fitness

- Demonstrate methods for assessing cardiorespiratory fitness
- Describe the affect of physical activity on the cardiovascular and respiratory system
- Identify factors that influence cardiovascular and respiratory fitness levels

Developing Cardiorespiratory Fitness

- Apply the exercise principle of overload to improve cardiovascular health
- Describe how the exercise principle of progression leads to improved cardiovascular health
- Differentiate between aerobic and anaerobic exercise using the exercise principle of specificity

Exploring Activities for Cardiorespiratory Fitness

- Compare multiple aerobic activities for their ability to promote cardiorespiratory fitness
- Determine safety considerations when performing aerobic activities
- Recognize exercise considerations for those with special needs

Muscular Fitness

The Skeletal, Muscular, and Nervous Systems

- Describe the structures and proper care of the of the skeletal system
- Describe the structures of the nervous system and identify injuries and diseases the affect the nervous system
- Summarize the muscular system, including the functions, types of muscles, and problems associated with the system

Muscular Strength and Endurance

- Describe how muscles work and grow
- Differentiate between muscular strength and muscular endurance
- Explain how muscular strength and endurance contribute to good health and fitness

Unit	Topic	Lesson	Lesson Objectives
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Developing Muscular Strength and Endurance

- Apply exercise principles to develop muscular strength and endurance
- Demonstrate methods for assessing muscular strength and endurance
- Evaluate the components of weight training in order to design an appropriate personal program

Safe Weight Training

- Demonstrate proper spotting techniques
- Describe proper safety procedures for participating in a weight training program
- Describe the effects of supplements and drugs that are marketed to active people and athletes

Exploring Exercises for Muscular Fitness

- Evaluate the differences between weight-training techniques
- Identify exercises which develop muscular strength and endurance
- Recognize myths associated with weight training

Flexibility

Factors Influencing Flexibility

- Describe the characteristics of flexibility and factors that influence flexibility levels
- Identify health benefits associated with flexibility

Physical Activity and Flexibility

- Apply exercise principles to developing flexibility
- Demonstrate methods for assessing flexibility
- Explain the different types of stretching exercises and how they affect muscles

Safe and Effective Stretching

- Describe a variety of stretching exercises
- Identify stretching exercises that are harmful and should be avoided
- List guidelines for doing flexibility exercises safely

Nutrition

Food and Health

- Analyze the relationship between nutrition, health, and wellness
- Describe the functions of the six basic nutrients in maintaining health
- Recall common nutrition terminology

Nutritional Needs

- Assess nutritional needs based on dietary guidelines and the Food Guide Pyramid
- Describe how nutritional needs change throughout the lifespan
- Formulate healthy meal plans and snacks as part of a balanced diet

Unit	Topic	Lesson	Lesson Objectives
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Guidelines for Healthy Eating

- Analyze the conditions that lead to the spread of common foodborne illnesses
- Analyze the information on food labels and apply it to make better food choices
- Recognize common myths regarding nutrition

Body Composition

Healthy Body Composition

- Define body composition and describe the importance of body fat
- Describe genetic, physiological, and lifestyle factors that influence body composition
- Identify health-related problems associated with abnormal percentages of body fat

Determining and Controlling Body Composition

- Analyze additional strategies for achieving or maintaining a healthy body composition
- Apply the exercise principles to controlling body composition
- Describe methods for determining body composition, including Body Mass Index

Diets

- Describe common dietary restrictions and trends
- Differentiate between multiple meanings of diet
- Identify additional harmful diets and weight-loss strategies and their effects on the body

Body Image and Eating Disorders

- Develop a methodology for improving body image
- Discuss the relationship between body image and eating disorders, including the influence of the media on body image
- List the symptoms and health dangers of the most common eating disorders

Unit 3: Skills for Lifelong Fitness

Introduction to Sports

Team Sports

- Describe how participating in team sports benefits the dimensions of health
- Identify team sports that achieve health-related fitness goals in both school and outside of school
- List common characteristics of team sports, including offense, defense, and officials

Individual Sports

- Describe how participating in individual sports benefits the dimensions of health
- Explain why participating in individual sports is enjoyable and desirable
- Identify individual sports that help to achieve health-related and skill-related fitness goals

Unit	Topic	Lesson	Lesson Objectives
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Skills and Tactics

- Describe strategies used to play team sports
- Identify skills important for participating in physical activities
- Identify techniques for improving your performance when participating in sports

Participating in Sports

- Define competition and describe what it means to compete
- Describe sportsmanship and why it is important when participating in sports
- Summarize necessary responsible behaviors when participating in sports

Being a Good Sport

- Describe sports etiquette and ethics
- Identify and apply the rules of safe sports participation
- Summarize an official's role in team sports

Diversity in Sports

- Examine athletic limitations and differences in yourself and others
- Explore sports and activities of other countries and cultures
- Explore techniques for including peers of all ability levels in sports activities

Skills for Success in Athletics

Leadership

- Define leadership
- List the traits, characteristics, and mannerisms associated with effective leaders
- Recognize and identify leadership styles and situations that are appropriate for using them

Conflict Management

- Demonstrate an understanding of conflict resolution strategies
- Identify the causes of conflict
- Recognize factors that influence conflict resolution

Communication

- Describe the communication process and effective and ineffective communication
- Develop speaking, listening, and nonverbal communication skills necessary for building healthy relationships
- Differentiate between passive, assertive, and aggressive communication styles

Stress Management

Stress and Health

- Describe how people react to stress physically, emotionally, and behaviorally
- Explain common sources of stress
- Recognize the relationship between stress and disease

Unit	Topic	Lesson	Lesson Objectives
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Coping with Stress

- Describe positive and negative strategies for coping with stress
- Develop healthy behaviors that help reduce stress

Time Management

- Explain the difference between free time and committed time
- List a variety of strategies for managing time

Designing a Personal Fitness Plan

Setting Healthy Goals

- Develop an action plan to achieve a personal goal
- Differentiate between long-term goals and short-term goals
- Identify guidelines that should be followed when setting goals

Activity Selection

- Analyze common exercise programs and sports activities
- Describe how personality, attitude, and available resources affect the selection of exercise programs and sports activities
- Identify health needs that affect participation in activities

Your Fitness Plan

- Describe strategies that can help maintain a fitness program over the long term
- Explain the steps for putting together a successful personal fitness program
- Tailor a fitness program to accommodate different life stages

Consuming Wisely

Making Consumer Choices

- Analyze health messages delivered through advertisements in the media
- Describe factors that influence consumer decisions about health products, procedures, and information
- Explore the ways in which technology affects the accessibility and reliability of healthcare information

Choosing Health Services

- Analyze the cost and accessibility of health services for all people
- Describe health care services that are available in the community and how they relate to disease prevention and health promotion
- Evaluate health and fitness professionals

Dealing with Consumer Issues

- Explain methods for addressing critical health issues that result from fraud
- Identify government agencies, consumer groups, and business organizations in the community and world that advocate for consumer rights
- List and describe common health-related and fitness-related fallacies

Unit	Topic	Lesson	Lesson Objectives
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Fitness Centers and Equipment

- Consider the factors related to the selection, purchase, care and maintenance of physical fitness equipment
- Develop criteria for evaluating fitness centers

Lifetime Fitness

Aging and Fitness

- Describe the importance of physical fitness for all ages and abilities
- Explore how exercise can be modified to include family participation
- Identify the changes that occur as the body ages

Lifetime Fitness

- Describe the benefits of lifetime fitness
- Explore popular activities that are common among people seeking lifetime fitness
- Identify and explain characteristics that help people become and remain active

Fitness and Wellness Careers

- Discuss the educational requirements for varying careers in the fitness and wellness industry
- Identify a variety of fitness and wellness career opportunities
- List the pros and cons of working in the fitness and wellness industry

Unit	Lesson	Lesson Objectives
Financial Responsibility & Budgeting		
		<p>Financial Responsibility</p> <ul style="list-style-type: none"> Analyze situations to determine if they represent financially responsible decisions. Describe the advantages and disadvantages of different payment options. Identify factors that determine if one is creditworthy. <p>Performance Task: Financial Literacy</p> <p>Principles of Financial Planning</p> <ul style="list-style-type: none"> Describe the study of personal finance. Identify basic tools that can be used to carry out financial plans. Identify problem-solving strategies that can be used to make decisions. <p>Budgeting and Being a Smart Consumer</p> <ul style="list-style-type: none"> Calculate income tax for earned wages. Compare savings from sales, rebates, and coupons. Identify the components of a personal budget, and determine what percentage each category is of the total budget. <p>Insurance</p> <ul style="list-style-type: none"> Explain the costs and benefits involved with insurance. Identify various types of insurance and their purposes.
Relating Income & Careers		
		<p>Understanding Net Worth</p> <ul style="list-style-type: none"> Calculate net income and net worth. Create and interpret a balance sheet. Differentiate between assets and liabilities. <p>Careers, Salaries, and Lifetime Income</p> <ul style="list-style-type: none"> Calculate the effects of different annual salaries on lifetime income. Compare annual salaries of different occupations. Describe factors that influence career decisions. <p>Employment and Education</p> <ul style="list-style-type: none"> Analyze factors to consider when choosing a job. Describe different ways to pay for post-secondary education. Explain the factors that must be considered when choosing a career. Identify the costs involved with post-secondary education. <p>Planning for the Cost of College</p> <ul style="list-style-type: none"> Determine a savings plan to meet the estimated cost for one year of college. Estimate the total cost and family contribution needed to attend two and four year colleges. <p>Taxes</p> <ul style="list-style-type: none"> Analyze important tax documents that are required to pay taxes. Describe the types of income taxes that citizens pay. Explain how taxes on purchases can be calculated.

Unit	Lesson	Lesson Objectives
Managing Money		
	Banking: How to Manage Your Money	<ul style="list-style-type: none"> Apply record keeping strategies to manage a bank account. Compare checking and savings accounts and the benefits of each. Define the purpose of a bank and the various types of banking institutions.
	Case Study: Personal Financial Planning	<ul style="list-style-type: none"> Analyze living expense options when creating a budget. Evaluate a revised budget that has been created in response to financial changes. Identify considerations to take into account when purchasing a vehicle.
	Spending	<ul style="list-style-type: none"> Compare the advantages of leasing and buying homes and automobiles. Explain strategies consumers can use to make good spending choices.
	Investing and Financial Markets	<ul style="list-style-type: none"> Describe common types of investments. Explain the risks and returns involved in making investments. Understand how financial markets reflect economic growth.
	Investing	<ul style="list-style-type: none"> Explain the importance of risk, return, and liquidity when choosing investments. Identify types of investments available to consumers.
	Investing (continued)	
Credit & Debt		
	Understanding Checking and Debit Accounts	<ul style="list-style-type: none"> Compare checking accounts and debit cards offered by different financial institutions. Perform calculations for deposits, withdrawals, and transfers to balance a check register.
	Understanding Credit	<ul style="list-style-type: none"> Differentiate between debit cards and credit cards. Explain the importance of establishing a positive credit history. Identify the information in a credit report and its value to borrowers and lenders.
	The Cost of Credit	<ul style="list-style-type: none"> Analyze the impact of interest rate and loan length on the cost of credit. Calculate the total cost of repaying a loan. Identify and compare types of credit.
	Credit and Loans	<ul style="list-style-type: none"> Analyze the importance of using credit wisely. Describe the types of credit that are available to borrowers. Explain how simple and compound interest accumulate over time.
	Mortgages and Home Ownership	<ul style="list-style-type: none"> Analyze the pros and cons of different types of mortgages. Calculate payment possibilities for different types of mortgages. Describe common components of mortgages.

Unit	Lesson	Lesson Objectives
Microeconomics & Entrepreneurship		
Introduction to Economics		
Analyze the impact of economics on daily life.		
Describe the goals of studying economics.		
Identify the fundamental concepts involved in the general study of economics.		
Economic Systems		
Compare types of governments and the economic markets that thrive within them.		
Describe major types of economic markets.		
Explain the role that economic markets play in citizens' daily lives.		
Economic Systems and Daily Life		
Define ownership, property rights, income, wealth, and employment in the lives of citizens.		
Explain the challenges that various markets face, including unemployment and the wealth gap.		
Entrepreneurship		
Describe the role of entrepreneurs in various markets.		
Examine the benefits and risks of entrepreneurship.		
Identify the characteristics of an entrepreneur.		
The Law of Supply and Demand		
Analyze the factors within markets that impact supply and demand curves.		
Describe how supply and demand influence price and the quantity of products supplied.		
Explain the Law of Supply and Demand.		
Elasticity and Incentives		
Analyze how price floors and price ceilings are determined.		
Define elasticity and its influence on consumer behavior.		
Identify incentives for consumers and producers within the market.		
Profit		
Analyze how profits can be maximized.		
Compare marginal cost and marginal revenue.		
Explain the difference between profit and revenue.		
Case Study: Starting a Business		
Analyze supply and demand for a product.		
Examine profit and marginal benefit when starting a business.		
Explain how to make choices about what to produce.		

Unit	Topic	Lesson	Lesson Objectives
Psychology: History, Perspectives, and Research Introduction to Psychology			
What Is Psychology? <ul style="list-style-type: none"> Define psychology Explain how psychology qualifies as a science Compare and contrast the field of psychology to other social and physical sciences Psychology's Early History <ul style="list-style-type: none"> Explain the foundations of psychology as a philosophy Summarize how functionalism and structuralism sought to understand the mind's structure and functions Identify historical approaches to psychology Psychology's Modern History <ul style="list-style-type: none"> Identify contemporary perspectives psychologists use to study behavior and cognitive processes Explain the factors that affect the influence of contemporary psychological perspectives Historical Issues in Psychology <ul style="list-style-type: none"> Explain how early psychological research was biased Summarize why minority groups were excluded from psychology Identify the contributions women and minorities have made to psychology Fields and Occupations of Psychology <ul style="list-style-type: none"> List and describe several areas and subfields of psychology Identify occupations available to students who obtain different degrees in psychology 			
Psychological Research Methods			
What Is Research? <ul style="list-style-type: none"> List and explain the goals of psychological research Explain the steps of the scientific method used to guide psychological research Experimental Design <ul style="list-style-type: none"> Differentiate between types of variables used in experimental research and variables that can possibly interfere with research results Distinguish between the purposes of a control group and an experimental group in a research study Describe various factors influencing the generalization of a research study Descriptive Research <ul style="list-style-type: none"> Explain various types of descriptive research methods Differentiate between qualitative and quantitative data 			

Unit	Topic	Lesson	Lesson Objectives
Statistics and Ethics in Psychology			
Descriptive and Inferential Statistics			
Define statistics and examine various aspects of descriptive statistics			
Describe hypothesis testing in inferential statistics			
Examine correlation and regression in inferential statistics			
Statistical Issues			
Define and differentiate between reliability and validity			
Explain issues influencing statistical significance			
Examine benefits and limitations of using statistics to support psychological claims			
Ethical Research			
Define ethics and relate ethics to the study of psychology			
Summarize the American Psychological Association's Ethical Guidelines for Research			
Describe current controversies involving ethical issues in psychology			
Ethical Controversies			
Identify historical examples of ethical controversies that contributed to current ethical codes			
Explain ethical guidelines surrounding the use of data in regard to electronic tools			
Examine the status of ethical issues involving animal research			
Psychology and the Body: Biology, Sensation, Perception, and Consciousness			
The Nervous and Endocrine Systems			
The Neuron			
Explain means of communication within the nervous system, and describe the structure and function of the neuron			
Describe the process by which neurons transfer information			
List common neurotransmitters that influence behavior and explain the function of each			
Structures of the Nervous System			
List and describe key structures and functions of the peripheral nervous system			
List and describe key structures and functions of the central nervous system			
The Brain			
Identify the location of the forebrain and describe its function			
Identify the location of the midbrain and hindbrain and describe the functions of each			
The Cerebrum			
Describe the components and functions of the cerebrum			
Identify the lobes and associated components of the cerebral cortex and describe the function of each			

Unit	Topic	Lesson	Lesson Objectives
		Brain Research	<ul style="list-style-type: none"> Describe various methods used to study the brain Discuss research findings concerning brain plasticity and its impact on cognitive functioning Explain various research conclusions concerning hemispheric specialization
		Functions of the Endocrine System	<ul style="list-style-type: none"> Describe the structure and functions of the endocrine system Compare and contrast the communication process of the nervous and endocrine systems Describe how hormones influence internal and external behavior
Sensation and Perception			
		Sensation	<ul style="list-style-type: none"> Define sensation and describe the study of psychophysics Identify how sensory systems detect and process sensory stimuli Identify the concepts of threshold, signal-detection theory, and sensory adaptation
		Vision and the Structure of the Eye	<ul style="list-style-type: none"> Describe the structure and function of the eye Explain how visual stimuli is relayed to and processed in the brain Identify various eye conditions, eye diseases, and vision problems
		Hearing and the Structure of the Ear	<ul style="list-style-type: none"> Describe the structure and function of the ear Explain how auditory stimuli is relayed to and processed in the brain Describe common sensory hearing disorders
		Touch, Taste, and Smell: The Other Senses	<ul style="list-style-type: none"> Identify the structure and function of the tactile system, including common touch disorders Summarize the structure and function of the gustatory system, including common taste disorders Describe the olfactory system and identify common smell disorders
		Pain, Kinesthetic, and Vestibular Senses	<ul style="list-style-type: none"> Describe the sense of pain and pain disorders Describe kinesthesia and disorders of kinesthesia Describe the vestibular sense and disorders of the vestibular system
		Components of Perception	<ul style="list-style-type: none"> Define perception and describe how sensation influences the process of perception Identify various factors involved in perceiving information

Unit	Topic	Lesson	Lesson Objectives
		Influences on Perception	<ul style="list-style-type: none"> Describe Gestalt principles of perceptual organization Discuss how depth cues and perceptual constancies influence perception Identify various influences on perception and perceptual change
		States of Consciousness	
		Measures of Consciousness	<ul style="list-style-type: none"> Define consciousness and identify key features of consciousness Describe differing levels of consciousness from the psychodynamic viewpoint
		Sleep	<ul style="list-style-type: none"> Describe the sleep cycle and biological rhythms Explain why people sleep Compare and contrast sleeping behavior between animals and humans
		Sleep Disorders	<ul style="list-style-type: none"> Explain the effects of sleep deprivation Describe sleep disorders and their treatments Explain methods of getting a healthy amount of sleep
		Dreams	<ul style="list-style-type: none"> Define dreaming as a biological and psychological construct Compare different theories about the significance of dreams Explore the significance of dreams in a variety of cultures Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
		Altered States of Consciousness	
		Hypnosis	<ul style="list-style-type: none"> Define and explain hypnosis Describe the early uses of hypnosis to address psychological symptoms Identify the contemporary uses of hypnosis in pain control and psychotherapy
		Psychoactive Drugs	<ul style="list-style-type: none"> Describe the major classes and effects of psychoactive drugs Explain how the major drug classes affect neurotransmission and behavior Describe the long-term psychological and physiological effects of drugs

Unit	Topic	Lesson	Lesson Objectives
			<p>Meditation and Other Forms of Consciousness</p> <ul style="list-style-type: none"> Explain the effects of meditation Critique the use of biofeedback as a mechanism for gaining control over biological functions Compare the cultural and historical influences on the value judgments associated with voluntary consciousness changes
			<p>Being Human: The Nature of Human Experience</p> <p>Classical Theories of Learning</p> <p>What Is Learning?</p> <ul style="list-style-type: none"> Describe what learning is Differentiate between innate and learned behaviors <p>Classical Conditioning</p> <ul style="list-style-type: none"> Define classical conditioning, and identify two researchers prominent in discovering and establishing classical conditioning methods Describe the process of classical conditioning Describe common factors that influence the process of classical conditioning <p>Operant Conditioning</p> <ul style="list-style-type: none"> Describe the process of operant conditioning, and identify two researchers prominent in discovering and establishing operant conditioning methods Describe common factors that influence the process of operant conditioning <p>Reinforcement and Punishment</p> <ul style="list-style-type: none"> Compare and contrast positive and negative reinforcement Explain the influence of various schedules of reinforcement on behavior Discuss the role of punishment in conditioning
			<p>Contemporary Theories of Learning</p> <p>Cognitive and Behavioral Learning Influences</p> <ul style="list-style-type: none"> Identify the role of cognition in learning and conditioning Discuss various experiments used in establishing support for cognitive influences on learning Describe how genetic factors or learned experiences interfere with conditioning processes <p>Social Learning</p> <ul style="list-style-type: none"> Describe social learning and discuss factors that influence socially learned behavior Describe basic processes that influence social learning Explain how the theory of social learning creates controversy about media portrayals of violence

Unit	Topic	Lesson	Lesson Objectives
			<p>Environmental and Cultural Learning Influences</p> <ul style="list-style-type: none"> Describe how culture assists in shaping behavior Discuss how environmental and cultural influences impact learning and academic achievement Describe various influences of collaborative learning on academic achievement <p>Regulating Behavior</p> <ul style="list-style-type: none"> Identify personal skills necessary for effective self-regulation, and describe the three phases involved in self-regulating behavior Identify therapeutic and self-implemented behavior modification strategies <p>Essay: The Effects of Television on Young People</p> <ul style="list-style-type: none"> Refine good writing habits developed at earlier stages in core education Use writing both as a tool for learning and as a means for communicating about ideas within a discipline or profession Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
	Memory		<p>The Brain and Memory</p> <ul style="list-style-type: none"> Identify brain structures and various factors influencing memory formation Describe the characteristics and operations of sensory and short-term memory Describe the characteristics and operations of long-term memory <p>Attention and Processing Information</p> <ul style="list-style-type: none"> Describe the importance of attention in forming memories Describe how different types of processing can enhance retention of information <p>Forming Concepts</p> <ul style="list-style-type: none"> Describe how and why concepts are formed in the mind Examine how concepts are organized <p>Issues with Remembrance and Forgetting</p> <ul style="list-style-type: none"> Describe measures of retrieval and forgetting as well as issues associated with memory retrieval Explain issues influencing forgetfulness, and describe various perspectives on recovered memories Identify factors that interfere with memory formation and retrieval <p>Research on Memory Reconstruction and Memory Improvement</p> <ul style="list-style-type: none"> Discuss suggestions to enhance deep processing of information Identify strategies for improving memory Describe research on memory reconstruction

Unit	Topic	Lesson	Lesson Objectives
Language and Problem Solving			
Structures of Language			
Define language and its key properties			
Identify the basic structural units of language and how grammar is used in language systems			
Learning Language			
Summarize the stages of language development from infancy to childhood			
Compare and contrast different theories of language			
Analyze whether or not animals can obtain and use language			
Problem Solving			
Explore various types of problems and the steps of the problem solving process			
Summarize common strategies used to solve problems			
Identify influences on and obstacles to problem solving			
Decision Making			
Identify various types of decisions and strategies used to make decisions			
Summarize various influences on decision making			
What Is Intelligence?			
Intelligence Testing			
Define intelligence and trace the history of intelligence tests			
Describe the principles in constructing intelligence tests			
Evaluate the two extremes of intelligence			
Theories of Intelligence			
Describe Charles Spearman's two-factor theory of intelligence as well as opposing perspectives			
Differentiate between Robert Sternberg's triarchic theory of intelligence and Howard Gardner's multiple intelligences			
Explain the concept of emotional intelligence, and define the relationship between creativity and intelligence			
Influences on Intelligence			
Explain possible biological and environmental influences on intelligence			
Describe gender differences in intelligence scores and how they might be explained			
Describe ethnic differences in intelligence scores and how they might be explained			

Unit	Topic	Lesson	Lesson Objectives
Becoming Human: Motivation, Emotion, Development, and Personality Motivation, Emotion, and Stress			
Motivation			
<ul style="list-style-type: none"> Define motivation and describe how it assists individuals in attaining goals Describe various factors influencing the motivation of hunger and eating behaviors 			
Theories of Motivation			
<ul style="list-style-type: none"> Compare and contrast intrinsic and extrinsic motivation, and describe factors influencing achievement motivation Compare and contrast the drive-reduction and incentive theories of motivation Discuss Abraham Maslow’s hierarchy of needs, and explain the expectancy theory of motivation 			
Theories of Emotion			
<ul style="list-style-type: none"> Define emotion and describe the components of emotion Identify fundamental emotions individuals experience Explain various theories of emotion 			
Factors of Emotion			
<ul style="list-style-type: none"> Describe how culture influences emotion Describe how emotion directly and indirectly influences behavior Conduct short, more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation 			
Stress Factors			
<ul style="list-style-type: none"> Identify major types of stress and influences on level of stress Explain cultural factors impacting stress level Identify possible physical and psychological effects of stress 			
Stress Responses			
<ul style="list-style-type: none"> Describe the physiological response to stress Identify positive and negative coping strategies utilized to decrease stress 			

Unit	Topic	Lesson	Lesson Objectives
Human Growth and Development			
Nature vs. Nurture			
Summarize the nature versus nurture debate			
Describe how heredity affects physical characteristics and human behavior			
Identify environmental factors that affect human behavior			
Theoretical Issues in Development			
Discuss the theoretical debate between continuity and stage perspectives in development			
Explain the theoretical debate concerning the stability or instability of personal characteristics throughout development			
Prenatal Development			
Describe the stages of prenatal development			
Identify factors that can affect prenatal development			
Physical Development			
Describe the process of maturation and various developmental norms marking changes in physical development			
Discuss processes involving brain and motor development that occur during childhood			
Personal and Social Development			
Describe and critique Erik Erikson's theory of psychosocial development			
Explain theories of attachment, and discuss the influence of different parenting styles on development			
Describe variations in temperament, and discuss the importance of peer relationships			
Cognitive Development			
Describe various influences on cognitive development			
Explain and critique Jean Piaget's theory of cognitive development			
Describe Lev Vygotsky's sociocultural theory of cognitive development, and compare his theory to Piaget's theory of cognitive development			
Moral Development			
Discuss developmental trends in moral development, and describe various factors influencing one's morality			
Explain Lawrence Kohlberg's theory of moral development			
Discuss criticisms of and proposed adaptations to Lawrence Kohlberg's theory of moral reasoning			

Unit	Topic	Lesson	Lesson Objectives
		Essay: The Nature vs. Nurture Debate	<ul style="list-style-type: none"> Refine good writing habits developed at earlier stages in core education Use writing both as a tool for learning and as a means for communicating about ideas within a discipline or profession Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
		Identity Formation and Transition into Adulthood	
		Adolescence	<ul style="list-style-type: none"> Explain the physiological changes that occur during adolescence Describe changes in cognitive and social development during adolescence Discuss various factors involved in an adolescent's search for identity
		Identity Development	<ul style="list-style-type: none"> Describe various factors impacting the process of developing a gender identity Discuss various factors impacting the process of developing an ethnic identity
		Adulthood	<ul style="list-style-type: none"> Identify and describe common features that characterize emerging adulthood Explain physiological, psychological, and social changes that commonly occur throughout adulthood Discuss various life transitions that impact adulthood
		Personality	
		Influences on Personality Formation	<ul style="list-style-type: none"> Define personality and discuss environmental and biological influences on personality Identify cultural influences on personality
		Assessing Personality	<ul style="list-style-type: none"> Identify different types of personality assessments used in psychology Discuss issues associated with personality assessments
		Trait Perspective	<ul style="list-style-type: none"> Define the term personality trait, and identify the Big Five personality traits Identify prominent trait theorists and their corresponding perspectives on personality Critique trait perspectives used to explain personality

Unit	Topic	Lesson	Lesson Objectives
			<p>Psychodynamic Perspective</p> <ul style="list-style-type: none"> Explain Sigmund Freud's psychoanalytic theory Compare Carl Jung's and Alfred Adler's theoretical perspectives on personality to Sigmund Freud's psychoanalytic theory Critique psychodynamic perspectives used to explain personality <p>Behavioral Perspective</p> <ul style="list-style-type: none"> Describe how theorists have used B. F. Skinner's theory of operant conditioning to explain personality Discuss how Albert Bandura uses social cognitive theory to explain the interaction between personality and environment Critique the effectiveness of psychodynamic perspectives in explaining personality <p>Humanist Perspective</p> <ul style="list-style-type: none"> Define humanism and discuss Carl Rogers' perspective on personality structure and development Describe the characteristics of an individual with a healthy personality, as defined by humanistic theorist Abraham Maslow Critique humanistic perspectives used to explain personality <p>Biological Perspective</p> <ul style="list-style-type: none"> Explain Hans Eysenck's assertion that personality is determined by genetic factors Explain how behavioral genetics research provides support for biological perspectives on personality, and describe the evolutionary approach to personality Critique biological perspectives used to explain personality
<p>Disorders: Classification and Treatment</p> <p>Abnormal Behaviors and Treatment</p>			
			<p>Identifying Abnormal Behavior</p> <ul style="list-style-type: none"> Describe the characteristics of abnormal behavior and how they are used to diagnose psychological disorders Compare and contrast the medical and biopsychosocial perspectives of psychological disorders <p>Understanding Psychological Disorders</p> <ul style="list-style-type: none"> Describe the process for classifying psychological disorders Discuss the effects of diagnosing an individual with a psychological disorder <p>Seeking Therapy</p> <ul style="list-style-type: none"> Discuss the issues involved in seeking therapeutic treatment Describe the types of therapists, and explain what makes therapy successful

Unit	Topic	Lesson	Lesson Objectives
			<p>Types of Therapy</p> <ul style="list-style-type: none"> Define insight therapy and describe three types used in treatment Summarize the treatment processes of behavior and cognitive therapies Discuss three types of biomedical therapy used in treating mental disorders
	Disorders		<p>Anxiety Disorders</p> <ul style="list-style-type: none"> Identify five anxiety disorders and the symptoms for each Discuss the risk factors, etiology, and treatment of anxiety disorders <p>Somatoform Disorders</p> <ul style="list-style-type: none"> Identify three somatoform disorders and the symptoms for each Discuss the risk factors, etiology, and treatment of somatoform disorders <p>Dissociative Disorders</p> <ul style="list-style-type: none"> Identify three dissociative disorders and the symptoms for each Discuss the risk factors, etiology, and treatment of dissociative disorders <p>Mood Disorders</p> <ul style="list-style-type: none"> Identify two mood disorders and the symptoms for each Discuss the risk factors, etiology, and treatment of mood disorders <p>Schizophrenic Disorders</p> <ul style="list-style-type: none"> Identify four types of schizophrenic disorders and the symptoms for each Discuss the risk factors, etiology, and treatment of schizophrenic disorders <p>Personality Disorders</p> <ul style="list-style-type: none"> Identify seven personality disorders and the symptoms for each Discuss the risk factors, etiology, and treatment of personality disorders <p>Other Disorders</p> <ul style="list-style-type: none"> Identify and describe the symptoms, risk factors, etiology, complications, and treatment of two eating disorders Identify and describe the symptoms, risk factors, etiology, and treatment of two organic disorders

Unit	Topic	Lesson	Lesson Objectives
Social Psychology: The Science of Human Interaction			
Socialization			
Culture			
Describe the components of culture			
Identify different types of culture in the United States			
Describe common cultural variations in beliefs and behavior			
Perceptions in Social Situations			
Explain how perceptions are formed and how they influence personal behavior			
Describe how cultural socialization determines social schema development			
Attribution Theory			
Describe the process of attribution			
Explain the differences between internal and external attributions			
Explain how attributions affect our explanations of behavior			
Forming and Changing Attitudes			
Describe attitudes and discuss factors influencing attitude variation			
Explain theories of attitude formation and change			
Discuss various factors impacting methods of persuasion			
Individual Interactions			
Altruism			
Define altruism and describe examples of altruistic behavior			
Discuss various perspectives concerning the reasons for altruistic behavior			
Identify factors that reduce or promote altruism			
Aggression			
Define aggression and identify common factors in aggression			
Describe various theories concerning influences on aggressive behavior			
Discuss whether media displays of violence influence aggression			
Attraction			
Identify important factors in the formation and maintenance of close relationships			
Explain the processes involved in mate selection			
Describe love as a construct in a relationship			

Unit	Topic	Lesson	Lesson Objectives
Group Behaviors			
Group Influences			
Describe possible influences groups often have on personal behavior			
Identify possible consequences of conformity and obedience as demonstrated by research on group influences			
Identify the effects of role-playing in group situations			
Bias and Prejudice			
Describe the difference between prejudice and discrimination, and discuss ways that discrimination is commonly expressed in society			
Discuss the cognitive, social, and emotional roots of prejudice			
Explain possible strategies that can be used to reduce prejudiced behavior			
Group Conflict and Accordance			
Explain the development of conflict between groups			
Describe strategies that are designed to foster cooperative groups			

Unit	Lesson	Lesson Objectives
Taking Control of My Academic Success		
Understanding Motivation		
Compare different types of motivation		
Explain how motivation affects academics		
Evaluating My Study Habits		
Define personal study habits		
Explore ways to create personal study routines		
Identify characteristics of appropriate study space		
Understanding My Learning Style		
Define learning style		
Explore different types of learning styles and multiple intelligences		
Identify personal learning style		
Taking Proactive Steps to Succeed		
Discuss the importance of attendance		
Identify organizational strategies for academic success		
Summarize importance of communication to academic success		
Setting Academic Goals		
Define goal		
Explain steps for set academic goals		
Identify types of academic goals		
Your Online Learning Experience		
Preparing for Online Learning		
Describe responsibility as it relates to online education		
Identify technology skills needed for online classes		
Using the Internet Responsibly		
Compare characteristics of safe and unsafe sites		
Locate school rules on visiting Websites, downloading information and using programs from the Internet		
Academic Integrity on the Internet		
Contrast global knowledge and personal ideas		
Define cheating as it relates to online learning		
Understand the concept of academic integrity		

Unit	Lesson	Lesson Objectives
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Taking High Quality Notes**Note Taking 101**

- Explain strategies for quality note taking
- Identify key points to include and exclude in notes

Note Taking 101-Part 2

- Describe ways an organizer will assist in note taking
- Understand importance of asking questions

Notes From a Lecture

- Apply note taking skills to a lecture format
- Practice outlining to take quality notes

Notes From a Text

- Apply outlining techniques to notes from a text
- Explain the steps for SQRW

Compare and Contrast Graphic Organizers

- Demonstrate use of compare and contrast organizers
- Describe purposes of compare and contrast organizers

Cause and Effect Graphic Organizers

- Demonstrate use of cause and effect organizers
- Describe purposes of cause and effect organizers
- Identify types of cause and effect organizers

Memorization Techniques**Remembering Through Repetition**

- Define repetition as a strategy for remembering information
- Demonstrate the use of flashcards to memorize information
- Describe the steps for using repetition

Using Acronyms

- Demonstrate the use of acronyms to memorize information
- Describe acronyms as a strategy for remembering information
- Describe the steps for using acronyms

Rhyming and Keywords

- Demonstrate the use of rhyming and using keywords to memorize information
- Describe rhyming and using keywords as a strategy for remembering information

Unit	Lesson	Lesson Objectives
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Visualization and Categorization

- Demonstrate the use of visualizing and categorizing to memorize information
- Describe the steps for using visualization and categorization
- Describe visualization and categorization as a strategy for remembering information

5 Steps to Test Preparation**Step 1 - Determine What to Study**

- Define and create a study activity checklist
- Explore study preparation strategies

Step 2 - Organize Notes

- Create a graphic organizer to synthesize notes
- Describe procedures for organizing notes

Step 3 - Compile Study Materials

- Identify materials for efficient studying
- Practice creating potential questions for tests

Step 4 - Apply Memorization Techniques

- Select from applicable memorization techniques to use in test preparation

Step 5 - The Day of the Test

- Identify strategies to overcome test anxiety
- Identify test preparation strategies and their importance on test day

Test Taking Strategies**Testing Tactics**

- Explore test taking strategies that apply to all types of tests

Best Answer Tests

- Apply best answer test taking strategies to correctly answer questions
- Examine characteristics of best answer tests

Response Tests

- Apply response test taking strategies to correctly answer questions
- Examine characteristics of response type questions

Open Book Tests

- Describe open book test taking strategies
- Examine the characteristics of open book tests

Preparing for Essay Tests

- Explore essay test pre-planning strategies

Unit	Lesson	Lesson Objectives
		Answering Essay Questions Explore strategies for successful essay writing
		The Benefits of Visual Aids
		Using Visual Aids Identify and define components of most visual aids List ways in which the use of visual aids benefit studying
		Graphical Representations Describe the purpose of graphs as visual aids List and use the components of graphs
		Organizational Aids Examine visual aids to understand sequence Make connections between information using visual aids
		Meaning Through Maps Identify specific components of maps Use map skills to determine meaning of a particular map
		Using References
		Major Types of Reference Sources Explain the differences between reference source formats Identify the five major types of reference sources
		Using a Dictionary Discuss the purpose of a dictionary Identify the types of information found on a page in the dictionary
		Using a Thesaurus Understand the purpose of a thesaurus Utilize a thesaurus to increase the quality of written work
		Informational References Compare and contrast uses of encyclopedias, atlases and almanacs Use encyclopedias, almanacs and atlases to find specific information
		Text Aids Locate and define the purpose of title page and a glossary Use a Table of Contents and an index to determine information contained in a text

Unit	Lesson	Lesson Objectives
		Selecting Sources <ul style="list-style-type: none">Create a bibliography citationDefine sourceList characteristics of credible text and Internet sources
		Quality Final Products
		Developing Your Topic <ul style="list-style-type: none">Evaluate topic ideas for clarity and appropriatenessInitiate efficient research processes based on a chosen topic
		Writing Quality Papers <ul style="list-style-type: none">Analyze sample paper for possible improvementsDescribe writing elements of high quality papers
		Giving Quality Presentations <ul style="list-style-type: none">Describe elements of strong speaking skillsDescribe ways to use visual aids in quality presentations
		Using Rubrics <ul style="list-style-type: none">Define rubricExplain importance of following rubrics
		Strategies for Academic Success
		Utilizing a Calendar <ul style="list-style-type: none">Create a personal calendarIdentify characteristics of daily, weekly, and term calendarsUnderstand the benefits of using calendars
		Applying Critical Thinking Skills <ul style="list-style-type: none">Apply critical thinking skills in real world situationsExplore components of critical thinking
		Forming Study Groups <ul style="list-style-type: none">Describe the benefits of creating study groupsDistinguish characteristics of quality study groups
		When to Seek a Tutor <ul style="list-style-type: none">Identify reasons to seek tutor assistanceIdentify resources to locate tutor assistance

Unit	Lesson	Lesson Objectives
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Reading Techniques**Prereading Strategies**

Define critical reading

Explore prereading strategies for successful reading comprehension

Reading for Content

Describe strategies for reading subject content

Reading Difficult Material

Examine strategies to complete a difficult reading passage successfully

Increase Your Reading Speed

Assess reading speed

Examine reading techniques which increase speed of reading

Unit	Lesson	Lesson Objectives
Expectations		
Introduction to Identity and Expectations: Story Elements in "Seventh Grade"		
Analyze how setting, plot, and character interact in a text		
Determine a character's expectations		
Identify the elements of a story		
The Poetry of Identity		
Analyze the impact of figurative language on the ideas of a poem		
Determine the central idea of a poem		
Identify figurative language		
Figurative Language in <i>Barrio Boy</i>		
Analyze the use of figurative language in the text		
Distinguish between connotation and denotation		
Use evidence to make inferences from a text		
Conflict and Theme in <i>The Outsiders</i>		
Evaluate the relevance of a universal theme		
Determine the theme of a fictional text		
Identify conflict in a fictional text		
Phrases and Clauses		
Distinguish between phrases and clauses		
Place phrases and clauses appropriately within sentences		
Punctuate simple, compound, complex, and compound-complex sentences		
Writing a Personal Narrative that Expresses Your Identity		
Adjust the pacing of the narrative to engage readers		
Develop the narrative with dialogue and details		
Organize ideas and events clearly and logically		
Write a personal narrative		
Exploring Who We Are		
Point of View in <i>White Fang</i>		
Analyze the role of point of view in a fictional text		
Contrast the perspective of different characters		
Identify point of view in a fictional text		
Character Development in <i>White Fang</i>		
Analyze how story elements interact		
Identify techniques the author uses to develop characters in a text		
Trace character development		
Writing an Analysis of Characterization		
Compose a written character analysis		
Organize ideas prior to writing using a graphic organizer		
Provide textual evidence to support analysis		

Unit	Lesson	Lesson Objectives
		<p>Conflict in <i>White Fang</i></p> <ul style="list-style-type: none"> Analyze story elements that create conflict Identify types of conflict in a piece of fiction Make, confirm, and revise predictions <p>Theme in <i>White Fang</i></p> <ul style="list-style-type: none"> Create a theme statement Identify character motivations Identify theme <p>Parts of Speech and Modifiers</p> <ul style="list-style-type: none"> Identify and correct misplaced and dangling modifiers Identify the six basic parts of speech Place modifiers correctly within a sentence <p>Writing an Informative Essay about an Exciting Tradition</p> <ul style="list-style-type: none"> Organize concepts and ideas using a graphic organizer Research from credible sources Revise to include relevant facts and details Write an informative essay with interesting details
Heritage		
		<p>Heritage: Japanese Culture in a Folktale</p> <ul style="list-style-type: none"> Define the genres of myth and folktale Determine how myths and folktales connect to places and people Explore how myths and folktales use elements of nonfiction <p>Rhyme, Rhythm, and Visualizing in a Yeats Poem</p> <ul style="list-style-type: none"> Analyze the effect of rhyme and rhythm on a poem Examine the rhyme scheme and rhythm in a poem Visualize to imagine a complex poem <p>Influences and Inferences in "Names/Nombres"</p> <ul style="list-style-type: none"> Analyze influences that shape an author. Determine the theme of an essay. Make and support inferences using evidence from the text. <p>Setting and Character in <i>Dragonwings</i></p> <ul style="list-style-type: none"> Compare and contrast a story and a primary source that depict similar events Identify how a specific setting, or the time and place of a story, advances the plot Make inferences about a character based on his or her behavior <p>Comparing and Contrasting Genres</p> <ul style="list-style-type: none"> Create effective transitions to connect points of comparison Organize ideas prior to writing by using a graphic organizer Write a paragraph that compares and contrasts the benefits of two genres

Unit	Lesson	Lesson Objectives
		<p>Structure and Culture in "Twelfth Song of the Thunder"</p> <ul style="list-style-type: none"> Analyze the impact of repetition in poetry Explore how elements of Navajo culture are reflected in their poetry Use historical interpretations to strengthen your understanding of a poem <p>Word Meanings</p> <ul style="list-style-type: none"> Determine word meaning using Greek and Latin affixes and roots Use Greek and Latin affixes and roots to define common academic words Verify preliminary definitions by using a dictionary <p>Creating a Yearbook Page</p> <ul style="list-style-type: none"> Create a yearbook page that expresses the characteristics of a person Organize information Research and collect text evidence about a person from a text Use multimedia components to describe a person from a text
Focusing on an Objective		
		<p>Perseverance and Focusing on an Objective: Viewpoint in <i>The Riddle of the Rosetta Stone</i></p> <ul style="list-style-type: none"> Differentiate fact from opinion Distinguish the author's views from those of others Identify an author's viewpoint in an informational text <p>Cause and Effect in <i>The Riddle of the Rosetta Stone</i></p> <ul style="list-style-type: none"> Cite textual details as evidence Identify causal relationships Sequence events to explain cause and effect <p>Characterization in <i>The Riddle of the Rosetta Stone</i></p> <ul style="list-style-type: none"> Analyze the characterization of a historical figure Determine the author's attitude toward a subject Identify examples of bias in an informational text <p>Influences on Ideas in <i>The Riddle of the Rosetta Stone</i></p> <ul style="list-style-type: none"> Analyze the influence of individuals on other individuals within the text Compare and contrast individuals within the same text Make predictions about a nonfiction text <p>Reasoning and Logic in <i>The Riddle of the Rosetta Stone</i></p> <ul style="list-style-type: none"> Draw conclusions Identify the big picture and specific details to understand a text Recognize an argument's use of logic <p>Context Clues and Inferences in <i>The Riddle of the Rosetta Stone</i></p> <ul style="list-style-type: none"> Determine causes and effects to understand a text Determine the meaning of technical language Make an inference about the message of a nonfiction text

Unit	Lesson	Lesson Objectives
		<p>Writing an Analysis of a Nonfiction Text</p> <ul style="list-style-type: none"> Revise to support conclusions with relevant information Use text evidence to identify a thesis Write an analysis using appropriate evidence and reflection
		<p>Pursuing the Dream</p> <p>Pursuing the Dream as a Central Idea in Poetry</p> <ul style="list-style-type: none"> Compare the messages of two different poems Determine the central idea of a poem Identify figurative language <p>Summarizing a Text by Jackie Robinson</p> <ul style="list-style-type: none"> Determine an author's purpose for writing Identify central ideas and supporting details Summarize a text <p>Writing a Narrative: Describing a Problem</p> <ul style="list-style-type: none"> Establish a point of view Organize ideas for a narrative Use techniques that paint pictures for the reader Write a personal narrative describing a problem <p>Drawing Conclusions in a Cesar Chavez Speech</p> <ul style="list-style-type: none"> Connect details to theme Draw conclusions about an author's purpose Recognize elements of persuasion in a speech <p>Central Ideas in <i>We Beat the Street</i></p> <ul style="list-style-type: none"> Compare and contrast to analyze change Determine cause-and-effect relationships Identify central ideas and supporting details <p>Word Relationships: Using Context</p> <ul style="list-style-type: none"> Recognize the difference between connotation and denotation Understand the importance of context Use context clues to determine meaning Use context to understand the author's meaning <p>Writing an Argument that Supports the Characteristics of a Role Model</p> <ul style="list-style-type: none"> Develop a claim, reasoning, and evidence to make an argument Organize reason and evidence logically Revise to use precise language Write an argument with a well-supported concluding statement
		<p>Overcoming the Odds</p> <p>Overcoming the Odds: <i>The Miracle Worker</i>, Act I</p> <ul style="list-style-type: none"> Analyze characterization in a play Identify the elements of a drama Summarize the central idea of a scene

Unit	Lesson	Lesson Objectives
		<p>Elements of Drama in <i>The Miracle Worker</i>, Acts II and III</p> <ul style="list-style-type: none"> Analyze how stage directions contribute to the meaning of a play Examine the role of setting in a play Identify how information is communicated through dialogue <p>Point of View in Helen Keller's Memoir, <i>The Story of My Life</i></p> <ul style="list-style-type: none"> Analyze how imagery is used in the selection Compare the way two authors cover the same information Identify the author's point of view <p>Writing with Credible Sources</p> <ul style="list-style-type: none"> Cite a source correctly Evaluate the credibility of a source Summarize information from multiple sources <p>Word Choice and Structure in "The Turtle"</p> <ul style="list-style-type: none"> Analyze the effect of word choice in a poem Determine the theme of a poem Examine the elements of poetry <p>Conflict and Resolution in "Amigo Brothers"</p> <ul style="list-style-type: none"> Determine the theme of a story Examine conflict's role in a story Recognize elements of plot structure <p>Group Discussion</p> <ul style="list-style-type: none"> Demonstrate the ability to present and respond to information in a formal discussion Prepare to participate in a formal group discussion Recognize and apply guidelines for listening and speaking in a group <p>Creating a Text Trailer</p> <ul style="list-style-type: none"> Analyze the appropriate tone for a project Create a multimedia text trailer that shows tension and entices viewers to read Research to gather and organize ideas about conflicts in a text
		<p>Neighbors</p> <p>Neighbors: Visualizing in <i>The Monsters Are Due on Maple Street</i></p> <ul style="list-style-type: none"> Identify the elements of a drama Recognize how a drama reveals characters' perspectives Visualize scenes from a drama <p>Making Predictions in <i>The Monsters Are Due on Maple Street</i></p> <ul style="list-style-type: none"> Analyze plot's effect on character Identify and cite examples of foreshadowing Make predictions from textual clues <p>Theme in <i>The Monsters Are Due on Maple Street</i></p> <ul style="list-style-type: none"> Determine theme in a drama Distinguish science fiction from fantasy fiction Examine the role of stage directions

Unit	Lesson	Lesson Objectives
		<p>Character Relationships in Walter Dean Myers's "The Treasure of Lemon Brown"</p> <ul style="list-style-type: none"> Evaluate characters through dialogue and action Examine how an author creates characters Interpret changes in relationships between characters <p>Using Dialogue Effectively</p> <ul style="list-style-type: none"> Follow the conventions of punctuation in dialogue Identify the elements of a narrative Understand the importance of dialogue <p>Narrative Elements in "How I Learned English"</p> <ul style="list-style-type: none"> Analyze first-person point of view Understand elements of narrative poetry Visualize imagery in a poem <p>Capitals and Commas</p> <ul style="list-style-type: none"> Edit a text to assess proper use of commas and capitalization Identify and apply capitalization rules Identify and apply comma rules <p>Writing an Analysis of a Literary Character</p> <ul style="list-style-type: none"> Choose strong text evidence to plan a compare-and-contrast analysis Revise to clarify ideas and conclusions Write an analysis that shows clear changes in a character
		<p>Freedom Fighters</p> <p>Freedom Fighters: Viewpoint in an Article about Malala Yousafzai</p> <ul style="list-style-type: none"> Identify an author's viewpoint Investigate ideas presented in a digital format Recognize the impact of setting in a text <p>Setting in <i>We've Got a Job</i></p> <ul style="list-style-type: none"> Analyze how events and ideas interact Evaluate how authors profile historical figures Investigate history through personal accounts <p>Reader Connections in <i>We've Got a Job</i></p> <ul style="list-style-type: none"> Connect individuals to events Evaluate tone in an informational text Identify types of reader connections <p>Narrative Structure in <i>We've Got a Job</i></p> <ul style="list-style-type: none"> Determine narrative voice Evaluate third-person narration Examine narrative nonfiction <p>Multiple Stories in <i>We've Got a Job</i></p> <ul style="list-style-type: none"> Evaluate how the author integrates quotations Examine multiple experiences of the same events Summarize the text

Unit	Lesson	Lesson Objectives
		<p>Choosing Words Wisely</p> <ul style="list-style-type: none"> Differentiate between synonyms and antonyms Select appropriate online resources Use traditional reference material <p>Writing an Argumentative Essay about Education</p> <ul style="list-style-type: none"> Organize concepts and ideas using a graphic organizer Research to gather appropriate information Revise to include relevant facts and details Write an argument that addresses claims and counterclaims
Visions of the Past and Future		
		<p>Visions of the Past and Future: Structure in "I Hear America Singing"</p> <ul style="list-style-type: none"> Evaluate the effect of repetition Examine free verse structure Interpret metaphors <p>Argumentation in "The Girl Who Silenced the World for Five Minutes"</p> <ul style="list-style-type: none"> Distinguish fact from opinion Evaluate the reasoning of an argument Recognize the purpose of questioning <p>Persuasion and Tone in a Speech</p> <ul style="list-style-type: none"> Compare and contrast in writing Establish an appropriate tone Evaluate the effect of word choices on tone <p>Central Ideas in Eleanor Roosevelt's "What I Hope to Leave Behind"</p> <ul style="list-style-type: none"> Analyze the effect of historical context on the author's purpose Determine central ideas in a nonfiction text Paraphrase central ideas <p>Word Relationships: Accurate and Interesting Words</p> <ul style="list-style-type: none"> Choose precise words Distinguish shades of meaning among words Recognize word relationships and nuanced meaning <p>Creating a Blog</p> <ul style="list-style-type: none"> Create a blog using multimedia tools that enhance the argument and engage the readers Develop a claim with research and evidence Explore the purpose of a blog Research a topic
Heroes of the People		
		<p>Heroes of the People: Fact and Folktale in <i>The People Could Fly</i></p> <ul style="list-style-type: none"> Analyze how fiction uses elements of nonfiction Determine the role of setting in myth and folktale Identify the features of a folktale

Unit	Lesson	Lesson Objectives
		<p>Personification in <i>The People Could Fly</i></p> <ul style="list-style-type: none"> Determine the role of personification in a fable Examine why cultures create fables Identify elements of a fable <p>Characters in <i>The People Could Fly</i></p> <ul style="list-style-type: none"> Analyze characterization Compare the central ideas of two stories Recognize the plot's impact on characterization <p>Setting and Dialect in <i>The People Could Fly</i></p> <ul style="list-style-type: none"> Compare written text to an audio version Use context clues and in-text definitions to understand dialect Visualize the setting of a fictional story <p>Point of View and Viewpoint in <i>The People Could Fly</i></p> <ul style="list-style-type: none"> Compare fiction to nonfiction Identify point of view Interpret viewpoint <p>Conflict and Theme in <i>The People Could Fly</i></p> <ul style="list-style-type: none"> Determine the theme of a folktale Identify the antagonist and protagonist of a story Recognize plot elements <p>Repetition in <i>The People Could Fly</i></p> <ul style="list-style-type: none"> Analyze the role of suspense in a story Evaluate repetition's effect on climax and resolution Identify repetition in plot structure <p>Writing an Argumentative Essay about a Social Topic</p> <ul style="list-style-type: none"> Brainstorm ideas and supporting examples Revise to address claims and counterclaims Write argumentative essay with a strong concluding statement
		<p>Battling Adversity</p> <p>Cause and Effect in <i>An American Plague</i></p> <ul style="list-style-type: none"> Define cause and effect Determine causal relationships Trace central ideas in a text <p>First-Person Point of View in <i>Fever 1793</i></p> <ul style="list-style-type: none"> Analyze first-person point of view Connect a literary text to historical events Examine the role of first-person point of view in engaging the reader <p>Writing a Comparison of Fiction and Nonfiction</p> <ul style="list-style-type: none"> Analyze characterization techniques used in historical fiction Compare and contrast elements of fiction and nonfiction Organize writing by using effective transitions

Unit	Lesson	Lesson Objectives
		<p>Characterization and Central Ideas in <i>A Night to Remember</i></p> <ul style="list-style-type: none"> Examine characterization techniques in a nonfiction text Identify elements of historical nonfiction Support central ideas with textual details <p>Language and Purpose in <i>Exploring the Titanic</i></p> <ul style="list-style-type: none"> Determine the author's purpose Examine the effect of tone Use context clues to understand technical jargon <p>Choosing Precise Words to Eliminate Wordiness and Redundancy</p> <ul style="list-style-type: none"> Analyze the importance of word choice. Eliminate wordiness and redundancy. Make thoughtful choices of specific words. <p>Writing an Informative Essay about Heroic Qualities</p> <ul style="list-style-type: none"> Organize a topic and supporting evidence into cohesive segments Revise to include effective details and examples Write an informative essay with clearly-organized ideas

Looking Out for Others

Looking Out for Others: Allegory in "Aunty Misery"

- Determine the theme of a folktale
- Explain the use of allegory in a folktale
- Interpret figurative language in a story

Characters in "Rikki-Tikki-Tavi"

- Analyze the author's use of personification
- Examine the role of minor characters
- Identify the roles of protagonist and antagonist in driving the plot of a story

Writing Effective Interview Questions

- Formulate effective and appropriate questions
- Paraphrase and quote researched information
- Plan for an interview

Character and Theme in "The Gentleman of Rio en Medio"

- Consider the effect of the narrator's point of view
- Identify the theme of a short story
- Recognize how a character's actions reveal theme

Making Inferences about "Birdfoot's Grampa"

- Determine the theme of a poem
- Identify figurative language in a poem
- Make inferences in a poem

Unit	Lesson	Lesson Objectives
		<p>Creating a Multimedia Presentation</p> <ul style="list-style-type: none">Analyze how multimedia is used to clarify information and make content engagingDetermine how to present ideas effectively in a formal presentationEvaluate how a speaker considers audience, topic, and purpose <p>Creating a Public Service Advertisement</p> <ul style="list-style-type: none">Create a public service advertisement that informs about a topic of social relevanceCreate a public service advertisement that presents a focused message with supporting evidenceEvaluate the purpose of a public service advertisementResearch to state a claim and provide evidence to support itUse appropriate voice and tone to convey a message

Unit	Lesson	Lesson Objectives
American Heroes		
Introduction to Heroism and American Heroes		
Cite evidence of what a text explicitly says		
Determine and examine the author's purpose in a text		
Identify central ideas		
Action and Rhyme in a Poem about a Female Civil War Hero		
Identify action presented in a poem		
Sequence key events in a story told through a poem		
Synthesize how an author drives the action through rhyming couplets		
Elizabeth Cady Stanton's Early Influences		
Retell the central ideas in a text		
Understand the historical context of American hero Elizabeth Cady Stanton		
Use questioning to determine author's viewpoint in a text		
Cause and Effect in <i>The Great Fire</i>		
Analyze cause-and-effect relationships in a sequence of events		
Consider how main ideas about causes and effects are developed over the course of a text		
Discover the relationship between supporting details and main ideas		
Themes in <i>The Great Fire</i>		
Analyze themes connected to heroism in a text		
Consider how themes are developed		
Determine several themes related to the topic of heroism		
Signal Words		
Distinguish the purposes of signal words		
Identify signal words in context		
Use signal words to clarify the meaning of words and phrases by understanding relationships		
Writing an Informative Essay about an Event in History		
Categorize information into cohesive segments		
Research to gather relevant information		
Revise to include concrete details, quotations and other examples		
Write a clear and well-organized summary		
Lives of Commitment		
Lives of Commitment: <i>Narrative of the Life of Frederick Douglass</i>		
Cite textual evidence that reveals the historical context		
Define personal narrative and explain how a text exemplifies this genre		
Make predictions about future events		
Making Inferences in <i>Narrative of the Life of Frederick Douglass</i>		
Make inferences about several people based on their attitudes		
Notice different characters' attitudes toward Frederick Douglass		
Use Douglass's point of view to examine what is implicitly and explicitly stated		

Unit	Lesson	Lesson Objectives
		<p>Cause and Effect in <i>Narrative of the Life of Frederick Douglass</i></p> <ul style="list-style-type: none"> Examine how cause-and-effect relationships advance the narrative Explore how Douglass uses imagery to achieve his purpose Identify Douglass's purpose <p>Analyzing Language in a Personal Narrative</p> <ul style="list-style-type: none"> Distinguish between connotation and denotation Examine Douglass's use of strong verbs and adjectives Write a response that explains how the choice of words can make a strong personal narrative <p><i>Harriet Tubman, Conductor on the Underground Railroad</i> : Rhetoric</p> <ul style="list-style-type: none"> Analyze the three types of rhetorical appeals Explore the use of rhetorical appeals to convince people to act Understand the historical context of Harriet Tubman's work <p>Context Clues, Roots, and Affixes</p> <ul style="list-style-type: none"> Explore how affixes change the meanings of words Identify the word root to clarify the meaning of challenging vocabulary Use context clues to determine the meaning of unknown words <p>Writing a Personal Narrative about an Important Person</p> <ul style="list-style-type: none"> Develop narrative with strong supporting examples. Revise to show relationships among experiences and events. Write a descriptive personal narrative.
		<p>Everyday Heroes</p> <p>Everyday Heroes: Poems by Nikki Giovanni</p> <ul style="list-style-type: none"> Analyze how the poet's use of allusions and setting influence the poem Distinguish between explicit and implicit information Draw conclusions about the speaker and her viewpoint using implicit and explicit information <p>Voice and Characters in "Raymond's Run"</p> <ul style="list-style-type: none"> Analyze the relationship between voice and characterization Distinguish between direct and indirect characterization Interpret characters through their words and actions <p>Writing about Theme in Fiction and Citing Evidence</p> <ul style="list-style-type: none"> Cite evidence to support a theme Identify a theme in a short story Organize a paragraph using effective structure and transition words <p>Conflict and Symbolism in "The Medicine Bag"</p> <ul style="list-style-type: none"> Analyze conflict in a short story Interpret the use of dialogue to reflect characterization Interpret the use of symbolism in a short story <p><i>We Shall Not Be Moved</i> : Monitoring Comprehension</p> <ul style="list-style-type: none"> Determine the author's purpose in an informational text Monitor comprehension through re-reading Use background knowledge about a historical event to understand the context of a text

Unit	Lesson	Lesson Objectives
		<p>Connotation and Denotation</p> <ul style="list-style-type: none"> Analyze choices a writer makes based on word connotations Distinguish between connotations and denotations of words Examine the relationship between the author's purpose and word choice <p>Creating a Yearbook Page</p> <ul style="list-style-type: none"> Create a yearbook page that expresses the characteristics of a person Organize information Research and collect text evidence about a person from a text Use multimedia components to describe a person from a text
Rising to the Challenge		
		<p>Perseverance and Rising to the Challenge: <i>The Call of the Wild</i></p> <ul style="list-style-type: none"> Ask questions to make predictions about <i>The Call of the Wild</i> Distinguish between dialogue and dialect Explore the historical context and setting of the Alaska Gold Rush <p>Plot and Characters in <i>The Call of the Wild</i></p> <ul style="list-style-type: none"> Analyze characterization Identify and explain elements of plot Monitor comprehension while reading a fictional text <p>Conflict and Theme in <i>The Call of the Wild</i></p> <ul style="list-style-type: none"> Analyze different types of conflict Define and distinguish between protagonist and antagonist Identify and give examples of emerging themes <p>Direct and Indirect Characterization in <i>The Call of the Wild</i></p> <ul style="list-style-type: none"> Compare and contrast characters Differentiate between direct and indirect characterization Explore how point of view influences readers' experiences <p>Imagery and Events in <i>The Call of the Wild</i></p> <ul style="list-style-type: none"> Evaluate how episodes within a long text contribute to character development Use sensory descriptions to imagine scenes and understand characters Visualize to analyze descriptive language and imagery <p>Symbols in <i>The Call of the Wild</i></p> <ul style="list-style-type: none"> Analyze an author's use of symbols Consider plot structure and development in <i>The Call of the Wild</i> Explore symbols as a literary device <p>Theme Development in <i>The Call of the Wild</i></p> <ul style="list-style-type: none"> Analyze character development Analyze major themes and theme development Distinguish between static and dynamic characters

Unit	Lesson	Lesson Objectives
		<p>Writing an Analysis of Literary Themes</p> <ul style="list-style-type: none"> Identify evidence to support an analysis Revise to draw clear conclusions Write an analysis that explains the themes in a work of literature
Setting Goals		
		<p>Setting Goals: Evaluating a Speech by Randy Pausch</p> <ul style="list-style-type: none"> Connect details to a central idea Draw conclusions about an author's purpose Evaluate structure in a speech <p>Dramatic Structure in <i>Monster</i></p> <ul style="list-style-type: none"> Compare the functions of narrative and dramatic structure in a text Explore elements of dramatic structure Make observations about the function of different perspectives <p>Characters in <i>Monster</i></p> <ul style="list-style-type: none"> Analyze the way a protagonist is characterized Evaluate a character based on actions and dialogue Make and support inferences about a character <p>Comparing and Contrasting Careers in Writing</p> <ul style="list-style-type: none"> Compare and contrast career options Organize comparative writing Use signal words to clarify writing Write a compare-and-contrast paragraph <p>Central Ideas in <i>The Building of Manhattan</i></p> <ul style="list-style-type: none"> Explore how ideas are conveyed through words and images Paraphrase to understand the central ideas in a text Understand the difference between paraphrasing and summarizing <p>Cause and Effect in <i>The Evolution of Useful Things</i></p> <ul style="list-style-type: none"> Explore the development of a central idea in an informational text Sequence to analyze cause-and-effect relationships Use signal words to understand the relationships between ideas in a text <p>Verb Tense and Voice</p> <ul style="list-style-type: none"> Explore the different ways verbs can be used Understand what verb tense, aspect, and voice mean Use verbs to discuss goals <p>Writing a Convincing Argument</p> <ul style="list-style-type: none"> Develop a claim, reasoning, and evidence to make an argument Identify counterclaims Revise an argument to include relevant evidence from credible sources Write a convincing argument that addresses counterclaims

Unit	Lesson	Lesson Objectives
Bravery and Resistance		
Bravery and Resistance: <i>The Diary of Anne Frank</i>		
Analyze how stage directions reveal shifts in time		
Analyze what dialogue reveals about character		
Investigate the historical context of <i>The Diary of Anne Frank</i>		
Theme and Conflict in <i>The Diary of Anne Frank</i>		
Analyze different conflicts in a play.		
Identify main themes in <i>The Diary of Anne Frank</i>		
Make connections between a play's conflicts and themes		
Anne Frank's <i>The Diary of a Young Girl</i>		
Analyze Anne Frank's use of voice in her diary		
Compare and contrast the experience of reading two texts of different genres		
Explore how authors convey mood		
Viewpoint and Inferences in <i>Anne Frank Remembered</i>		
Analyze an author's unique viewpoint		
Identify details that build suspense		
Make inferences about the theme of a memoir		
Audio Report: Remembering Miep Gies		
Actively listen to an audio report		
Analyze the purpose of information presented in an audio report		
Take notes to generate a summary		
Group Discussion		
Demonstrate the ability to present and respond to information in a formal discussion		
Prepare to participate in a formal group discussion		
Recognize and apply guidelines for listening and speaking in a group		
Creating a Text Trailer		
Analyze tone appropriate to a project		
Create a multimedia text trailer that shows tension and entices viewers to read		
Research to gather and organize ideas about conflicts in a text		
Belonging		
Identity and Belonging in "Broken Chain"		
Analyze the author's use of descriptive language		
Interpret theme in a short story		
Relate causes and effects in a story		
Descriptive Word Choice in "Fish Cheeks"		
Analyze the author's purpose in a nonfiction text		
Analyze the author's use of description		
Connect descriptive language to the overall purpose		

Unit	Lesson	Lesson Objectives
		<p>Writing to Analyze Literary Devices</p> <ul style="list-style-type: none"> Effectively explain and analyze literary terms Select literary terms to support an idea Write a paragraph using literary terms to support analysis <p>Character Development and Perspective in "Flowers for Algernon"</p> <ul style="list-style-type: none"> Analyze first-person narration Analyze the use of language to develop a character Explore the difference between the narrator's point of view and the reader's point of view <p>Characterization and Foreshadowing in "Flowers for Algernon"</p> <ul style="list-style-type: none"> Explain how characterization advances the plot of a story Identify evidence of foreshadowing Make predictions about how a character will change in a story <p>Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> Correctly capitalize when using quotations Place commas correctly Recognize and distinguish between common spelling errors Use ellipses before, in the middle of, and after a quotation to indicate an omission <p>Writing an Analysis that Compares Two Genres</p> <ul style="list-style-type: none"> Analyze the way two texts of different genres address the same theme Choose strong text evidence to support a compare-and-contrast analysis Revise by evaluating effective use of transitions Write an analysis with clear and consistent ideas

Rising to the Occasion

Conflict and Character in Mildred Taylor's *The Land*

- Analyze physical and social conflicts
- Infer character motivations
- Interpret how the historical context of post-Civil War America affects literature

Viewpoint and Motivation in *The Land*

- Analyze what influences characters' viewpoints
- Compare and evaluate characters' reactions to situations
- Distinguish intrinsic and extrinsic motivation

Historical Setting and Theme in *The Land*

- Analyze the relationship between characters and historical setting
- Identify major and minor themes of a fictional text
- Summarize the way a theme is developed in a fictional text

Writing to Analyze Conflict

- Develop a topic using facts, details, and examples from a text
- Use the literary device conflict to discuss a topic
- Write strong concluding statements to support an explanation

Unit	Lesson	Lesson Objectives
		<p>Direct and Indirect Characterization in <i>The Land</i></p> <ul style="list-style-type: none"> Analyze examples of direct characterization Analyze examples of indirect characterization Make predictions about a text based on background knowledge <p>Dialogue and Action in <i>The Land</i></p> <ul style="list-style-type: none"> Analyze how dialogue propels action Analyze how dialogue reveals characteristics Evaluate how descriptive detail in narration enhances a scene <p>Reference Resources</p> <ul style="list-style-type: none"> Improve the accuracy of word use Use a dictionary to understand details of word meaning Use a thesaurus to make effective word choices <p>Writing an Informative Essay Comparing Two Periods of Time</p> <ul style="list-style-type: none"> Organize ideas to show clear relationships between ideas Revise language to add precision and interest Write an informative essay with interesting transitions between ideas
Chance and Choice		
		<p>Chance and Choice: Robert Frost's "The Road Not Taken"</p> <ul style="list-style-type: none"> Analyze an extended metaphor in a poem Analyze tone in a poem Explore theme in a poem <p>Suspense in "The Lady, or the Tiger?"</p> <ul style="list-style-type: none"> Analyze how the author builds suspense Build background on fables and morality tales Offer an informed response to the question posed by the story <p>Setting and Conflict in "The Lottery"</p> <ul style="list-style-type: none"> Analyze irony in a short story Analyze the role that setting plays in a short story Assess the society vs. individual conflict <p>Writing Using Descriptive Details and Context</p> <ul style="list-style-type: none"> Establish context and point of view in writing Use descriptive details to enhance writing Write about an experience that involved making a choice <p>Foreshadowing in "The Monkey's Paw"</p> <ul style="list-style-type: none"> Analyze foreshadowing in a short story Compare and contrast characters' reactions Evaluate the effect of mood <p>Character and Perspective in Two Short Stories</p> <ul style="list-style-type: none"> Analyze character in a short story Analyze the different perspectives in a short story Compare and contrast the choices and consequences in two stories

Unit	Lesson	Lesson Objectives
	Figures of Speech	<ul style="list-style-type: none"> Explore different types of figurative language Interpret common figures of speech Understand how word positions and relationships give clues to meaning
	Creating a Blog	<ul style="list-style-type: none"> Create a blog using multimedia tools that enhance the argument and engage the readers Develop a claim with research and evidence Explore the purpose of a blog Research a topic
Making Communities Safer		
	Making Communities Safer: Text Features and Organization in an Informational Text	<ul style="list-style-type: none"> Analyze how information is organized Make predictions about a text Recognize the purpose of text features
	Text Structure in an Informational Text	<ul style="list-style-type: none"> Make connections between supporting text and the main text Recognize the purpose of a text's organizational pattern Use text organization to extract central ideas
	Problem-Solution Structure and Tone in an Informational Text	<ul style="list-style-type: none"> Analyze how an author creates tone Identify signal words in the problem-solution structure Interpret problem-solution text structure
	Synthesizing Ideas in an Informational Text	<ul style="list-style-type: none"> Interpret information from charts and graphs Synthesize information from different formats Understand chronological order in a nonfiction text
	Connecting Multimedia to an Informational Text	<ul style="list-style-type: none"> Analyze the purpose of resources in an informational text Evaluate the advantages of using a video to extend a topic Understand the purpose of an interview
	Evaluating Different Media about Food Safety	<ul style="list-style-type: none"> Compare how a video and text present similar information Evaluate information in a video Identify main ideas and key details through listening and reading
	Writing an Argumentative Essay about Health Care	<ul style="list-style-type: none"> Categorize information into cohesive sections Research from credible sources to gather information Revise to include concrete details, quotations, and other examples Write a well-supported argument

Unit	Lesson	Lesson Objectives
The Promise of America		
The Promise of America: Different Genres' Approaches to the Same Topic		
Analyze how two different texts address a similar topic		
Analyze the argument in a nonfiction text		
Interpret the themes in a poem		
Description and Author's Purpose in <i>Travels with Charley</i>		
Analyze how descriptive details support purpose		
Interpret the use of dialogue as a descriptive detail		
Understand the use of problem-solution structure in a text		
Connections and Predictions in <i>Woody Guthrie's Biography</i>		
Make predictions about writing based on an author's background		
Understand how knowing the biography of an author helps us to interpret purpose		
Use an author's background to interpret writing		
Writing a Procedure for a Presentation		
Connect steps to a goal, explaining how having a plan facilitates the goal		
Develop logical steps for achieving a goal		
Understand the structure and purpose of a procedural text		
Write a procedure that logically explains how to accomplish a goal		
Verbs and Their Moods		
Understand how the subjunctive may be used with and without the conditional		
Understand the structure and uses of indicative, imperative, interrogative verb moods		
Understand the use of subjunctive mood in past, present, and future		
Creating a Public Service Advertisement		
Create a Public Service Advertisement that presents a focused message with supporting evidence		
Explore the purpose and elements of a public service advertisement		
Research to state a claim and provide evidence to support it		
Use appropriate tone to convey a message		
Out of Many, One		
Out of Many, One: Rhetoric in <i>The Gettysburg Address</i> and "<i>O Captain! My Captain!</i>"		
Analyze the extended metaphor of a poem		
Analyze the rhetorical impact of brevity		
Compare the rhetorical appeals of a speech and a poem		
Emotional Appeal in <i>Years of Dust</i>		
Analyze emotional appeals in language and photographs		
Analyze how photographs and sidebars provide support for a text		
Evaluate the effect of persuasive media		
Rhetoric in Dr. King's "<i>The American Dream</i>"		
Analyze the development of rhythm in a speech		
Determine how the structure of a speech relates to its effectiveness		
Explore the use of rhetoric in a speech		

Unit	Lesson	Lesson Objectives
		<p>Structuring an Effective Argument</p> <ul style="list-style-type: none">Organize ideas in an argumentSupport a claim with logical evidenceUse transition words to make an argument clearWrite a well-developed argument
		<p>Comparing Argument Techniques in Two Speeches</p> <ul style="list-style-type: none">Analyze how evidence can be used for conflicting purposesCompare the effectiveness of two speechesEvaluate the soundness of claims in an argument
		<p>Creating a Multimedia Presentation</p> <ul style="list-style-type: none">Analyze how multimedia is used to clarify information and make content engagingDetermine how to present ideas effectively in a formal presentationEvaluate how a speaker considers audience, topic, and purpose
		<p>Writing an Argumentative Essay about Volunteering</p> <ul style="list-style-type: none">Establish a claim with reasons and evidenceIdentify opposing claimsRevise to end the essay with a strong conclusionWrite an argumentative essay

Unit	Lesson	Lesson Objectives
Mythology		
Introduction to Mythology		
Identify the features of a myth.		
Identify the purpose of a myth.		
Summarize a story using a basic plot: beginning, middle, and end.		
Compare and Contrast: Myths and Cultures		
Compare and contrast two myths from different cultures.		
Identify the values shown in a myth.		
Make inferences about the lives of people from their stories.		
Compare and Contrast: Myths and Cultures (Continued)		
Choose details to support analysis.		
Compare and contrast two myths.		
Organize comparative writing using a topic sentence, developed details, and a strong conclusion.		
Heroic Characteristics in "Perseus"		
Analyze how a myth shows Greek values.		
Identify aspects of Greek life that are reflected in a myth.		
Identify characteristics of a Greek hero.		
Suspense in "The Cruel Tribute"		
Analyze how the sequence of events creates suspense.		
Observe mythical literature's influence on contemporary literature.		
Recognize how characters advance and develop the plot of a story.		
Improving Vocabulary with Word Parts and Context Clues		
Determine word meaning based on word structure.		
Recognize Greek and Latin roots and affixes.		
Use context clues to understand word meanings.		
Writing a Narrative about Overcoming a Challenge		
Develop the point of view in an essay through dialogue.		
Plan a narrative with a logical sequence of events.		
Revise writing to add description.		
Write a narrative essay about overcoming a challenge.		
The Epic Hero's Quest		
<i>The Odyssey</i> and Epic Poetry: An Introduction, Part 1		
Connect the poem to its historical context.		
Paraphrase to aid in comprehension.		
Recognize the elements of epic poetry.		
<i>The Odyssey</i> : Central Ideas and Character Motivation, Part 2		
Examine character motivations.		
Interpret epic similes.		
Make inferences about characters.		

Unit	Lesson	Lesson Objectives
		<p>The Odyssey: Writing a Character Analysis, Part 3</p> <ul style="list-style-type: none"> Form a conclusion about a character. Include direct quotations to support a conclusion. Use MLA in-text citations. <p>The Odyssey: Conflict and Theme, Part 4</p> <ul style="list-style-type: none"> Analyze the use of figurative language. Identify conflicts and themes. Make connections between conflict and theme. <p>The Odyssey: Symbolism and Making Predictions, Part 5</p> <ul style="list-style-type: none"> Connect literature to its societal context. Interpret symbols. Use prior knowledge to make predictions. <p>The Odyssey: Theme Development, Part 6</p> <ul style="list-style-type: none"> Compare characters to understand how they change. Organize the events of a character's quest. Summarize themes of a text. <p>Using Reference Resources</p> <ul style="list-style-type: none"> Choose the correct homophone for a given context. Identify synonyms and antonyms using a thesaurus. Use a dictionary to define and use vocabulary precisely. <p>Researching and Writing about a Mythical Character</p> <ul style="list-style-type: none"> Develop a topic using evidence from research. Incorporate external research effectively. Revise essay to include formal tone and style. Write a research-based informative essay.
Individuality and Conformity		
		<p>Introduction to Individuality and Conformity: "Initiation"</p> <ul style="list-style-type: none"> Analyze characterization in a short story. Examine elements of plot structure in order to interpret an implied resolution. Interpret different types of conflict in a story. <p>Imagery and Symbolism in "The Scarlet Ibis"</p> <ul style="list-style-type: none"> Analyze the effect of imagery. Identify examples of foreshadowing and its purpose. Identify the literal and symbolic meaning of symbols in a text. <p>Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez</p> <ul style="list-style-type: none"> Analyze characters based on interactions and conflict. Examine the role of language in literature. Use context to interpret idioms.

Unit	Lesson	Lesson Objectives
		<p>Writing about Mood in Art</p> <ul style="list-style-type: none"> Choose the appropriate purpose and audience when writing. Draw conclusions about the mood of a work of art. Use appropriate terminology and tone to explain conclusions. <p>Word Choice and Extended Metaphor in a Poem by Maya Angelou</p> <ul style="list-style-type: none"> Analyze the tone of a poem. Interpret the use of extended metaphor. Interpret the use of literal, figurative, and connotative meaning in poetry. <p>Viewpoint in <i>I Know Why the Caged Bird Sings</i></p> <ul style="list-style-type: none"> Analyze an author's purpose and viewpoint based on details about people. Make connections between a poem and an autobiographical text. Make inferences about people based on their thoughts, words or actions. <p>Parts of Speech: Words and Basic Phrases</p> <ul style="list-style-type: none"> Distinguish between and manipulate parts of speech. Identify phrases that work as parts of speech. Use prepositions correctly in phrases and with verbs. <p>Creating a Blog</p> <ul style="list-style-type: none"> Create a blog using multimedia tools. Develop a claim using evidence from research. Evaluate the effectiveness of multimedia to enhance an argument. Explore the purposes for blogging.
Independence and the Bicycle		
		<p>Introducing a Text in <i>Wheels of Change</i> , Part 1</p> <ul style="list-style-type: none"> Differentiate the purpose and features of an introduction and a foreword. Make predictions based on details presented in an introduction. Use central ideas and details to determine the author's purpose for writing a text. <p>Text Structures in <i>Wheels of Change</i> , Part 2</p> <ul style="list-style-type: none"> Analyze the purpose of text features. Analyze the use of chronology in a text. Trace problems and solutions in a text. <p>Word Choice and Evidence in <i>Wheels of Change</i> , Part 3</p> <ul style="list-style-type: none"> Draw conclusions about an author's purpose based on evidence. Identify two sides of an argument. Interpret language used to support a viewpoint in argument. <p>Cause and Effect in <i>Wheels of Change</i> , Part 4</p> <ul style="list-style-type: none"> Analyze the way an author uses causes and effects to show historical change. Distinguish between short-term effects and long-term effects. Observe how images and captions enhance the content of a text.

Unit	Lesson	Lesson Objectives
		<p>Developing Central Ideas in <i>Wheels of Change</i> , Part 5</p> <ul style="list-style-type: none"> Analyze the use of quotations and statistics to support the central idea of a text. Distinguish between objectivity and subjectivity. Objectively summarize a text. <p>Organization and Historical Context in <i>Wheels of Change</i> , Part 6</p> <ul style="list-style-type: none"> Analyze how an author synthesizes ideas. Analyze the way an author makes connections to a larger historical context. Make connections between ways of organizing information and purpose. <p>Making Inferences about a Time Period in "A Century Ride"</p> <ul style="list-style-type: none"> Compare writing style of the late 1800s to modern writing. Make inferences about culture and values. Use context to figure out the meanings of unfamiliar words. <p>Creating a PSA</p> <ul style="list-style-type: none"> Choose multimedia to support a message. Create a public service advertisement that establishes and supports a message. Identify the purpose and elements of a public service advertisement. Support a viewpoint with reasons and evidence.
Nature and the Environment		
		<p>Comparing Poetry: Poetic Devices</p> <ul style="list-style-type: none"> Analyze how a poet creates mood. Compare and contrast the use of sound devices in poetry. Examine poetic structure. <p>Summarizing Central Ideas and Purpose: <i>The Hot Zone</i></p> <ul style="list-style-type: none"> Define and understand the purpose of technical language in an informational text. Recognize the author's purpose in an informational text. Summarize the central idea of an informational text. <p>Comparing Argumentative Texts: <i>Silent Spring</i> and "Save the Redwoods"</p> <ul style="list-style-type: none"> Analyze the impact of word choice on tone and purpose. Analyze the structure of an argument. Compare and contrast arguments. <p>Simple Sentences: Sentence Parts, Verb Tense, and Verb Voice</p> <ul style="list-style-type: none"> Distinguish between active and passive voice. Identify the parts of simple sentences. Recognize when to use past, present, and future verb tenses. <p>Writing an Argumentative Essay about Fire Prevention</p> <ul style="list-style-type: none"> Make connections between ideas and evidence. Revise an essay to include transitions. Use evidence to support a claim and address a counterclaim. Write an argumentative essay.

Unit	Lesson	Lesson Objectives
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Making a Difference

Introduction to Making a Difference: *It's Our World, Too!*

- Analyze how individuals are affected and shaped by conflict.
- Determine the author's purpose in a text.
- Identify how an author develops conflict in a real-life story.

Descriptive Language and Character: *Iqbal*

- Analyze an author's use of indirect character development.
- Analyze how an author transforms story elements from source material.
- Draw conclusions about setting based on descriptive language.

Comparing Accounts of *Iqbal's* Story

- Analyze the method used to achieve a purpose.
- Compare different methods of and purposes for presenting events.
- Identify the purpose for relating events in different forms.

Writing an E-mail about an Important Issue

- Determine the audience, purpose, and tone for formal letter writing.
- Organize an argument to communicate a viewpoint.
- Structure a letter using conventions of formal letter writing.

Word Choice and Author's Purpose in *Warriors Don't Cry*

- Analyze how a writer's word choice affects mood.
- Identify the central ideas of a text.
- Make connections between central ideas and author's purpose.

Speaking and Listening: Effective Group Discussions

- Demonstrate the ability to listen and respond to information in a discussion.
- Recognize and apply techniques for effectively presenting during a group discussion.
- Use strategies to prepare for a group discussion.

Writing an Argumentative Editorial about Initiating Change

- Anticipate and address counterclaims.
- Introduce and develop claims using supporting evidence.
- Revise writing to include a strong conclusion.
- Write an argumentative essay.

Caring

Characterization, Theme, and Irony in "The Gift of the Magi"

- Analyze the use of irony in a story.
- Determine a story's theme.
- Use text evidence to make inferences about characters.

Poetic Form in "I Am Offering This Poem"

- Analyze poetic form.
- Examine poetic devices and their connection to form.
- Interpret the use of literary devices in a poem and how they help to convey theme.

Unit	Lesson	Lesson Objectives
		<p>Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare</p> <ul style="list-style-type: none"> Analyze the rhyme scheme of a sonnet. Explore the history and structure of a Shakespearean sonnet. Identify the meter of a sonnet. <p>Narrative Elements in "Pyramus and Thisbe", from Ovid's <i>Metamorphoses</i></p> <ul style="list-style-type: none"> Analyze how an author creates tension through pacing and order of events. Determine how one text is influenced by another. Identify the characteristics of narrative poetry. <p>Compound and Complex Sentences</p> <ul style="list-style-type: none"> Correctly punctuate compound and complex sentences. Distinguish between independent and dependent clauses. Identify the parts of compound and complex sentences. <p>Writing an Informative Essay about Making Sacrifices</p> <ul style="list-style-type: none"> Effectively organize an essay into cohesive segments. Revise writing to include transitions and sharpen focus. Use prior knowledge when organizing ideas. Write an informative essay about making sacrifices.
Tragedy and Drama		
		<p>An Introduction to Shakespeare and <i>Romeo and Juliet</i>, Part 1</p> <ul style="list-style-type: none"> Draw conclusions about the purpose of a prologue. Identify the characters, conflict, and setting of a play. Paraphrase a text to understand its meaning. <p>Setting the Scene of <i>Romeo and Juliet</i>, Part 2</p> <ul style="list-style-type: none"> Identify cause-and-effect relationships. Make inferences about characters based on dialogue. Monitor comprehension through paraphrasing and rereading. <p>Characters and Conflict in <i>Romeo and Juliet</i>, Part 3</p> <ul style="list-style-type: none"> Analyze Shakespeare's use of structure to develop characters. Cite evidence that supports analysis of characters. Draw conclusions about a character based on dialogue. <p>Soliloquy and Figures of Speech in <i>Romeo and Juliet</i>, Part 4</p> <ul style="list-style-type: none"> Draw conclusions about mood in a play. Evaluate the effect of figures of speech (including puns). Examine the use and purpose of soliloquy in a drama. <p>Literary Devices in <i>Romeo and Juliet</i>, Part 5</p> <ul style="list-style-type: none"> Explore the purpose of oxymoron and paradox as literary devices. Make inferences about what motivates a character. Recognize and analyze instances of foreshadowing.

Unit	Lesson	Lesson Objectives
		<p>Conflict Development in <i>Romeo and Juliet</i>, Part 6</p> <ul style="list-style-type: none"> Analyze characters' responses to conflict. Determine the effects of complications on the central conflict. Relate Shakespeare's motifs of light and dark to the mood of the play. <p>Suspense in <i>Romeo and Juliet</i>, Part 7</p> <ul style="list-style-type: none"> Analyze dramatic irony. Analyze the use of humor in a tragedy. Classify characters as their respective types (protagonist and antagonist). <p>Themes and Resolution in <i>Romeo and Juliet</i>, Part 8</p> <ul style="list-style-type: none"> Analyze how theme is developed through conflict resolution. Determine the cause of the catastrophe using evidence from the text. Identify the tragic elements of the play. <p>Creating a Storyboard for a Shakespeare Scene</p> <ul style="list-style-type: none"> Adapt a speech for a specific audience. Analyze the effect of word choice on tone. Evaluate the impact of adaptations made to a source text. Examine meaning and figurative language.
		<p>Mystery and Suspense</p> <p>Introduction to Mystery and Suspense: "The Raven"</p> <ul style="list-style-type: none"> Analyze the creation of suspense. Analyze the impact of word choice and sound devices on mood. Identify imagery in a poem. <p>Character and Point of View in "The Most Dangerous Game," Part 1</p> <ul style="list-style-type: none"> Analyze how dialogue reveals character. Draw conclusions about a character based on narrative point of view. Examine the role of a character foil. <p>Making Predictions and Visualizing with "The Most Dangerous Game," Part 2</p> <ul style="list-style-type: none"> Compare interpretations of the same story in different media. Make and revise predictions. Visualize details of a story from descriptive language. <p>Writing an Argument Based on "The Most Dangerous Game," Part 3</p> <ul style="list-style-type: none"> Identify reasons to support an argument. Integrate evidence from a literary text to support an argument. Make connections between reasons, evidence, and the overall point. <p>Mood and Narrative Techniques in "Lather and Nothing Else"</p> <ul style="list-style-type: none"> Analyze a protagonist's internal conflict. Analyze how the pace of narration can create suspense. Evaluate how word choice sets the scene and creates mood.

Unit	Lesson	Lesson Objectives
		<p>The Art of Creating Suspense: Central Ideas of Two Authors Analyze the development of a central idea. Compare central ideas about the same topic. Take notes to identify central ideas.</p> <p>Punctuating Restrictive and Nonrestrictive Elements Correctly punctuate restrictive and nonrestrictive phrases and clauses. Differentiate between restrictive and nonrestrictive phrases (appositives) and clauses. Use commas correctly.</p> <p>Writing a Literary Analysis through the Lens of a Quotation Choose evidence to support an interpretation. Revise writing to include transitions and expand on ideas. Use appropriate and relevant terminology when discussing a work of literature. Write a literary analysis that draws evidence from a work of literature.</p>
Espionage and Intrigue		
		<p>Summarizing Central Ideas in <i>The Dark Game</i> , Part 1 Analyze how an idea is developed over the course of a text. Identify central ideas in an informational text. Summarize ideas in an informational text.</p> <p>Supporting Conclusions with Evidence in <i>The Dark Game</i> , Part 2 Analyze how an author structures ideas to enhance meaning. Cite textual evidence to support inferences. Make inferences about the meaning of a text.</p> <p>Author's Purpose and Viewpoint in <i>The Dark Game</i> , Part 3 Analyze the impact of word choice on tone. Determine the author's purpose and viewpoint. Recognize the controlling idea in an informational text.</p> <p>Using Strategies and Word Patterns: <i>The Code Book</i> Identify the purpose and central idea of an informational text. Use context to improve comprehension. Use patterns of word changes to understand meaning.</p> <p>Evaluating an Argument and Questioning: <i>The Code Book</i> Analyze how an author supports a claim. Ask questions to improve comprehension. Evaluate the effectiveness of a claim supported by details.</p> <p>Introduction to Pronouns Correct vague pronouns. Identify different types of pronouns (personal, possessive, reflexive, intensive, reciprocal). Recognize inappropriate shifts in pronoun person, number, and case.</p>

Unit	Lesson	Lesson Objectives
		<p>Writing a Compare-and-Contrast Essay about Presentation of Ideas</p> <ul style="list-style-type: none"> Organize writing to serve a purpose. Support a written analysis with relevant examples. Use appropriate transitions and terminology. Write a compare-and-contrast essay.
		<p>Fighting for Equality</p> <p>Historical Context and Conflict in <i>Lizzie Bright and the Buckminster Boy</i>, Part 1</p> <ul style="list-style-type: none"> Analyze the author's development of conflict. Make connections between characters and conflict. Make connections between the conflicts, setting, and historical context. <p>Narration and Point of View in <i>Lizzie Bright and the Buckminster Boy</i>, Part 2</p> <ul style="list-style-type: none"> Analyze the narrative point of view. Draw conclusions about characters. Evaluate the effect of a narrative that focuses on a child's perspective. <p>The Art of Rhetoric in Lincoln's Second Inaugural Address</p> <ul style="list-style-type: none"> Analyze how ideas are developed and reinforced through parallelism. Identify types of rhetorical appeals. Make connections between rhetorical appeals and author's purpose. <p>Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech</p> <ul style="list-style-type: none"> Analyze an author's use of repetition. Analyze the impact of allusion and metaphor. Connect word connotation to author's purpose. <p>Structure and Narrative: Rosa Parks' Memoir, <i>My Story</i></p> <ul style="list-style-type: none"> Analyze how narration affects storytelling. Compare and contrast a memoir and a poem about the same event. Identify text structures, including causes and effects and chronology. <p>Writing Coherent Sentences</p> <ul style="list-style-type: none"> Apply rules for agreement and parallelism of grammatical structures. Choose words and phrases for effect and purpose. Vary sentence structure. <p>Writing a Research-Based Argumentative Essay about Technology</p> <ul style="list-style-type: none"> Form a claim for an argumentative essay. Research facts, quotations, and evidence to support a claim. Respond to a counterclaim. Revise writing to eliminate conflicting information, misconceptions, or bias.
		<p>Unity and Division</p> <p>Tracing the Central Idea in "A Quilt of a Country"</p> <ul style="list-style-type: none"> Analyze how context affects the meaning of a text. Differentiate between connotation and denotation. Trace the central idea in an op-ed.

Unit	Lesson	Lesson Objectives
		<p>Analyzing the Series of Events in <i>Outcasts United</i></p> <ul style="list-style-type: none"> Analyze how an author unfolds a series of events. Determine themes in a text. Identify and draw conclusions based on point of view. <p>Rhetoric and Structure in Roosevelt's Four Freedoms Speech</p> <ul style="list-style-type: none"> Draw conclusions about the effect of rhetorical appeals. Examine how the structure of an argument supports the overall idea. Make connections between ideas in two seminal US documents. <p>Rhetoric in Reagan's Address at Moscow State University</p> <ul style="list-style-type: none"> Analyze the effect of different rhetorical devices. Differentiate between facts, substantiated opinions, and unsubstantiated opinions. Identify the different purposes a speech has for different audiences. <p>Writing a Works Cited Page</p> <ul style="list-style-type: none"> Create a works cited page. Format MLA citations for a variety of sources correctly. Understand the purpose of a works cited page. <p>Speaking and Listening: Planning a Multimedia Presentation</p> <ul style="list-style-type: none"> Convey ideas clearly and effectively. Plan a presentation that is appropriate for the topic, audience, and purpose. Use multimedia to present ideas in an engaging and persuasive way. <p>Creating a Multimedia Presentation</p> <ul style="list-style-type: none"> Choose text and multimedia elements that support the topic in a multimedia presentation. Conduct research and evaluate sources to support a topic. Organize information collected during research to present logical support for a topic. Plan an oral presentation to accompany a multimedia presentation.

Unit	Topic	Lesson	Lesson Objectives
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Dealing with Difficulty

Literary Analysis: Figurative Language and Imagery

Skills Lesson: Figurative Language and Imagery

Analyze how an author's choice of language impacts mood and theme

Recognize and understand the significance of various literary devices, including figurative language and imagery

Poetry: "The Lake of the Dismal Swamp" by Thomas Moore

Analyze common elements of traditional poetic forms, including the ballad (rhyme pattern, slant rhyme, alliteration, assonance, consonance, speaker, and situation)

Analyze the use of imagery in a literary work

Evaluate how language evokes a sense of time and place and establishes setting

Identify and evaluate a poet's use of rhythm and rhyme

Poetry: Poems by Sylvia Plath and Adelaide Crapsey

Analyze the impact of word choice on mood

Analyze the use of figurative and literal language in poetry

Compare and contrast the presentation of a similar theme within the same genre

Compare common elements of traditional poetic forms, including blank verse and free verse

Examine poetic techniques such as end-stopped lines and enjambment, and sound devices such as alliteration and assonance

Vocabulary: Denotations and Connotations

Analyze and evaluate the use of words and phrases in a text

Distinguish between the denotative and connotative meanings of words

Short Story: "The Bet" by Anton P. Chekhov

Analyze conflict in literature and how character motivations and behaviors impact the outcome of the story

Analyze how an author uses language choice to develop theme in a literary work

Identify how an author's background and beliefs influence a work of literature

Literary Analysis: Structure

Skills Lesson: Structure

Analyze how an author develops a work, including the choice of details and the organization of ideas

Examine how an author reveals purpose through choice of genre

Short Story: "The Colomber" by Dino Buzzati

Examine how setting impacts the theme of a literary work

Identify and analyze primary conflict in the text

Identify key details that contribute to the irony in a work

Unit	Topic	Lesson	Lesson Objectives
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Memoir: From *Night* by Elie Wiesel

- Analyze the relationship between genre and purpose
- Determine central ideas or themes of a text
- Distinguish between key ideas and supporting details
- Examine how an author develops a work, including the use of facts and opinions
- Listen responsively to a speaker by taking notes that summarize the speaker's ideas for critical reflection

Short Story: "The Pit and the Pendulum" by Edgar Allan Poe

- Analyze isolated scenes and their contributions to the development of the plot as a whole
- Examine narrative point of view and its impact on the reader
- Identify characteristics of the psychological-suspense genre; analyze the relationship between genre and purpose

Nonfiction: Two Authors' Perspectives of the Writer's Craft

- Analyze the relationship between genre and purpose
- Compare and contrast the presentation of a similar topic in a text
- Evaluate an author's argument, focusing on organization and details

Media Literacy, 21st-Century Skills, Grammar, and Writing

Media Literacy: Deconstructing Media Messages

- Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness
- Recognize and analyze how words, visual and sound techniques, and graphics influence and convey messages in various media
- Recognize the conventions of visual and multimedia presentations and how they carry or influence messages

21st-Century Skills: Business Letter

- Analyze and evaluate business letters for their structure and effectiveness
- Write business letters that provide clear and purposeful information, address the intended audience appropriately (background knowledge, appropriate vocabulary, tone, and style), and follow a conventional style (page formats, fonts, and spacing)

Grammar: Subject-Verb Agreement

- Differentiate between both singular and plural subjects and verbs
- Evaluate sentences for subject-verb agreement; revise sentences when necessary
- Identify and apply the rules of subject-verb agreement

Grammar: Sequence of Verb Tenses

- Define and recognize different verb tenses
- Evaluate sentences for appropriate and consistent verb tense; revise as necessary
- Observe and demonstrate the appropriate sequencing of verb tenses

Unit	Topic	Lesson	Lesson Objectives
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Writing: Descriptive Essay: Favorite Villain

- Compose an essay that describes a villainous character in contrast to a heroic figure
- Establish a clear, distinctive, and coherent thesis or perspective and maintain a consistent tone and focus throughout your essay
- Use precise words and phrases, revealing details, and sensory language to convey a vivid picture of a villainous character
- Using the Six Traits, evaluate and revise your essay with particular attention to ideas and content, voice, and word choice

Searching for Peace

Literary Analysis: Universal Theme

Skills Lesson: Theme

- Determine the central ideas or themes of a text and analyze their development
- Evaluate how word choice advances an author's theme

Novel: From *A Tree Grows in Brooklyn* by Betty Smith

- Examine how language evokes a sense of time and place
- Identify and analyze the universal theme in fiction
- Make inferences and draw conclusions about the author's purpose in cultural and historical contexts and provide evidence from the text to support your analysis
- Narrate a sequence of events and communicate its significance to the audience

Vocabulary: Context Clues

- Examine how word context impacts a text
- Use context clues to determine the meaning of a word

Poetry: "Tattoo" by Gregg Shapiro

- Analyze how the free-verse structure reveals the author's message
- Analyze the way in which a poem is related to the themes and issues of a historical time period
- Identify and evaluate symbolism, imagery, and figurative language as it relates to meaning and theme

Short Story: "Rules of the Game" by Amy Tan

- Compare and contrast character motivations as they relate to plot
- Identify and analyze primary conflict in a text
- Infer theme based on characters' actions

Literary Analysis: Perspective and Narration

Skills Lesson: Perspective and Narration

- Evaluate the credibility of literature based on voice and the choice of a narrator, speaker, or persona
- Explain how voice and the choice of a narrator, persona, or speaker affect characterization and the tone, plot, and credibility of a text

Unit	Topic	Lesson	Lesson Objectives
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Short Story: "Civil Peace" by Chinua Achebe

- Analyze how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities
- Analyze the point of view, cultural experience, and significance of world literature
- Evaluate how the tensions among characters, communities, themes, and issues in literature reflect human experience
- Use textual evidence to support analysis of explicit details and details that have been inferred by the reader

Lyrics and Poetry: The Birmingham Church Bombing

- Analyze the structure, or prosody, in poetry
- Analyze ways in which writers use figurative language and sensory imagery to evoke emotion and create meaning
- Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme

Wartime Diaries: Anne Frank and Zlata Filipović

- Analyze and evaluate the portrayal of various groups, societies, and cultures in literary nonfiction
- Analyze the way in which the text is related to the themes and issues of its historical period
- Identify and compare basic beliefs, perspectives, and philosophical assumptions underlying an author's work

Informational: Japanese Internment in America

- Determine central ideas or themes of a text
- Listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration

Media Literacy, 21st-Century Skills, Grammar, and Writing

Media Literacy: Historical, Economic, and Political Contexts of Media

- Analyze how individual perception or bias in coverage of the same event influences the audience
- Compare and contrast the ways in which media genres cover the same event
- Examine the political and economic impact of the media
- Understand how media are produced within a social and historical context

21st-Century Skills: Career and College Applications

- Analyze the structure and format of functional career-related documents
- Read and evaluate functional career-related documents for clarity, tone, and style appropriate for purpose and audience

Grammar: The Appositive and Appositive Phrase

- Define and recognize appositives and appositive phrases
- Distinguish between essential and nonessential appositive phrases; punctuate accordingly
- Use appositives and appositive phrases to clarify meaning and add details and variety to sentences

Grammar: Subordinate Clauses

- Analyze subordinate clauses to determine if they are essential or nonessential
- Differentiate between independent and subordinate clauses as well as adjective, adverb, and noun clauses
- Use subordinate clauses to add clarity and details (essential and nonessential) to your writing

Unit	Topic	Lesson	Lesson Objectives
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Writing: Persuasive Essay: Our Changing Society

- Anticipate and address readers' concerns, opposing viewpoints, or counterarguments
- Compose a persuasive essay that clarifies and defends an expressed opinion with precise and relevant evidence
- Identify and use language appropriate for audience and purpose
- Using the Six Traits, evaluate and revise your essay with particular attention to ideas and content, organization, and voice

The Search for Cultural Identity

Literary Analysis: Conflict and Character Analysis

Skills Lesson: Conflict, Moral Dilemma, and Character Analysis

- Analyze characterization over the course of a text
- Identify conflict across genres
- Identify moral dilemmas in various genres
- Teach a lesson to peers using specific strategies to improve the effectiveness of spoken instructions

Short Story: "Two Kinds" by Amy Tan

- Analyze how the tensions among characters, cultures, themes, and issues in literature reflect human experience
- Determine characters' traits by analyzing direct and indirect characterization
- Identify and analyze literary characterization, motives and causes for action, and dilemmas that characters encounter

Vocabulary: Precise Words

- Examine how word choice impacts a text
- Use language carefully and precisely in a variety of contexts

Poetry: "Exile" by Julia Alvarez

- Analyze isolated scenes and images and their contribution to the success of the plot as a whole
- Analyze the essential elements of plot and identify the effects of foreshadowing
- Compare and contrast texts that express a universal theme or connection
- Recognize and evaluate the significance of various literary devices, including metaphor, imagery, and symbolism, and its relationship to theme

Nonfiction: "Diary 24" and "Diary 33" from *The Freedom Writers Diary*

- Analyze moral dilemmas in nonfiction
- Determine the author's perspective and purpose in a nonfiction text
- Evaluate texts in a written response by determining its value to oneself
- Evaluate the role of syntax and diction in and the effect of voice, tone, and imagery on literary nonfiction

Literary Analysis: Interpretation

Skills Lesson: Theories of Literary Interpretation

- Draw on a variety of critical perspectives to respond to and analyze works of literature
- Examine differing and diverse interpretations of literary and expository works and explain how and why interpretations may vary from reader to reader

Unit	Topic	Lesson	Lesson Objectives
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Novel: *The Absolutely True Diary of a Part-Time Indian* by S. Alexie

Analyze how voice and the choice of narrator affect characterization and the credibility of a text

Determine characters' traits by analyzing characterization

Make inferences and draw conclusions about the author's purpose in contemporary contexts; provide evidence from the text to support your analysis

Recognize hyperbole and analyze its effect on narration

Poetry: Poems by Gwendolyn Brooks and Emily Dickinson

Analyze ways in which writers use rhyme, rhythm, and enjambment to evoke emotion and create meaning

Compare and contrast the relationships between individual works, authors, and movements in literature and consider the historical, cultural, and societal context in which they were produced

Evaluate and analyze the appropriateness of diction and imagery

Memoir: *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which points are made

Explore details in setting and how it supports characterization and plot

Make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support the analysis

Short Story: "Marriage Is a Private Affair" by Chinua Achebe

Analyze gender roles among cultures through literature

Analyze how tensions among characters, communities, themes, and issues reflect the human experience

Analyze moral, cultural, and generational dilemmas in literature

Media Literacy, 21st-Century Skills, Grammar, and Writing

Media Literacy: Bias in Media

Identify types of media biases (e.g., distorted representations of society, gender roles, stereotypes)

Recognize how perceptions of fact and opinion are affected by the use of language

21st-Century Skills: Résumés and Cover Letters

Acquire and use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level

Analyze the structure and format of functional career-related documents

Evaluate and use changes in formality and tone within the same medium for specific audiences and purposes

Grammar: The Comma

Demonstrate proper use of the comma to separate grammatical elements and clarify meaning for the reader

Evaluate sentences for comma usage errors; correct as necessary

Grammar: Verb Mood and Voice

Differentiate between active and passive voice; correctly form and use each in writing

Differentiate between indicative, imperative, and subjunctive mood; correctly form and use each in writing

Revise sentences by changing verbs from passive to active voice

Unit	Topic	Lesson	Lesson Objectives
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Writing: Definition Essay: What Is an American?

- Compose an expository essay that demonstrates a thorough, balanced definition of a concept from your point of view; use purposeful details, examples, quotations, allusions, and figurative language
- Organize your essay to logically incorporate varied forms of definitions that clarify meaning for the audience
- Using the Six Traits, evaluate and revise your essay with particular attention to ideas and content, organization, and voice

Novel Study: Gulliver's Travels by Jonathan Swift

Gulliver's Travels by Jonathan Swift - Parts I and II

Skills Lesson: Analyzing Challenging Texts: Jonathan Swift

- Define satire; explain the key elements an author uses to create satire
- Describe the travel narrative genre; explain how genre suits an author's purpose
- Develop strategies for approaching a challenging text
- Explain the concepts of culture and culture clash

Gulliver's Travels : The Letters and Lilliput (Letters; Part I, Ch. 1-4)

- Analyze narrative elements in a literary work
- Determine the significance of setting and narrator to a literary work
- Develop strategies for examining text features to aid in comprehension
- Examine how an author uses description to develop a literary work

Gulliver's Travels : Lilliput (Part I, Ch. 5-8)

- Analyze narrative elements in a literary work
- Analyze the portrayal of culture groups in a literary work
- Determine the significance of symbolism in a literary work
- Identify the protagonist and the antagonist of a conflict in a literary work

Gulliver's Travels : Brobdingnag (Part II, Ch. 1-4)

- Analyze narrative elements in a literary work
- Analyze the purpose of a character vs. character conflict in a literary work
- Develop strategies for reading actively to aid in comprehension
- Examine how an author uses description to develop a literary work

Gulliver's Travels : Brobdingnag (Part II, Ch. 5-8)

- Analyze narrative elements in a literary work
- Analyze the portrayal of culture groups in a literary work
- Analyze the purpose of a character vs. nature conflict in a literary work
- Examine how an author uses format to develop a literary work

Unit	Topic	Lesson	Lesson Objectives
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Gulliver's Travels by Jonathan Swift - Parts III and IV

Vocabulary: Using Resources

- Develop strategies for finding information about unfamiliar words or concepts
- Explain the role of print and electronic resources in determining word meanings and pronunciations

Gulliver's Travels : Laputa and Balnibarbi (Part III, Ch. 1-6)

- Analyze narrative elements in a literary work
- Analyze the purpose of a character vs. society conflict in a literary work
- Develop strategies for expanding vocabulary to aid in comprehension
- Examine how an author uses description and diction to develop a literary work

Gulliver's Travels : Luggnagg, Glubbdubdrib, and Japan (Part III, Ch. 7-11)

- Analyze narrative elements in a literary work
- Analyze the portrayal of culture groups in a literary work
- Analyze the purpose of a character vs. self conflict in a literary work
- Determine the significance of irony and allusion to a literary work

Gulliver's Travels : Houyhnhnm Land (Part IV, Ch. 1-6)

- Adapt a literary work to enhance its narrative elements
- Deliver a narrative presentation that incorporates the stylistic element of description
- Examine how an author uses format to develop a literary work
- Examine how an author uses satire to present social and political issues in a literary work

Gulliver's Travels : Houyhnhnm Land (Part IV, Ch. 7-12)

- Adapt a literary work to enhance its narrative elements
- Deliver a narrative presentation that incorporates the stylistic element diction
- Examine how an author uses format and diction to develop a literary work
- Examine how an author uses satire to present social and political issues in a literary work

Media Literacy, 21st-Century Skills, Grammar, and Writing

Media Literacy: Introduction to Plagiarism in the Media

- Analyze what constitutes plagiarism and understand its consequences
- Survey the ethical and intellectual arguments against plagiarism
- Understand the social impact of plagiarism in written media

Media Literacy: Political Cartoons

- Analyze how words, images, and graphics work together to impact meaning
- Evaluate the argument and specific claims in a political cartoon
- Identify target audiences and persuasive elements used in political cartoons

Unit	Topic	Lesson	Lesson Objectives
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21st-Century Skills: Interview Skills

- Adapt speech and manner to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
- Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax
- Identify and select appropriate informational texts using advanced technologies
- Prepare and ask relevant questions and respond to questions with appropriate information
- Speak clearly and to the point, using language that conveys maturity, sensitivity, and respect

Grammar: The Apostrophe and Colon

- Demonstrate the proper use of an apostrophe to indicate possession, omit letters, and pluralize certain elements
- Demonstrate the proper use of a colon to introduce lists, appositives, and long quotations; punctuate letters, time, and references
- Evaluate sentences for apostrophe and colon usage errors; correct as necessary

Grammar: Personal Pronoun Usage

- Correctly use personal pronouns to add clarity and meaning to writing
- Differentiate between personal pronouns in the nominative, objective, and possessive cases
- Evaluate sentences for correct personal pronoun usage; revise as necessary

Writing: Personal Narrative: Real Courage

- Identify and describe the elements of a personal narrative
- Select and implement a clear purpose, point of view, and voice for a narrative
- Using the Six Traits, develop and apply tools to evaluate and revise an essay for powerful word choice and distinctive voice
- Write a narrative text that includes intriguing character(s), setting(s), and plot elements (exposition, rising action, climax, falling action, resolution)

Research and Persuasion

Beginning the Research Process

Skills Lesson: Planning for Research

- Describe the importance and process of developing, adhering to, and revising research plans
- Develop a research plan that includes a focused, manageable topic; an identified audience; and a research question
- Identify and describe the initial steps of the research process, including brainstorming, selecting a topic, and composing a writing plan

Skills Lesson: Creating and Using Thesis Statements

- Develop and refine a position, claim, or thesis statement
- Identify a well-worded thesis statement
- Recognize the purpose of a thesis statement

Skills Lesson: Creating and Using Outlines

- Create an outline of the research paper that synthesizes information from multiple sources
- Identify the purpose and structure of an outline

Unit	Topic	Lesson	Lesson Objectives
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Skills Lesson: Gathering and Evaluating Sources

Examine the process of gathering sources and the importance of evaluating those sources

Gather and evaluate multiple print and digital sources for authority, reliability, relevance, and objectivity

Focusing on Evidence

Skills Lesson: The Elements of Argument

Analyze the validity and soundness of an argument

Differentiate between inductive and deductive reasoning

Examine the structure of an argument

Identify how to address and rebut counterclaims properly in persuasive writing

Skills Lesson: Types of Evidence and Logical Fallacies

Distinguish among different kinds of evidence used to support conclusions in arguments

Distinguish facts from opinions

Identify common logical fallacies and explain why they do not prove the point being argued

Skills Lesson: Gathering Information

Differentiate between a quotation, a paraphrase, and a summary

Identify different systems for organizing and tracking information and sources

Skills Lesson: Using and Citing Evidence

Accurately paraphrase, summarize, and quote researched information

Create a list of works cited using correct MLA format

Using the MLA style, correctly and effectively integrate direct and indirect quotations and citations into text to avoid plagiarism

Researching and Informative Presentations

21st-Century Skills: Using Technology to Research

Gather relevant information from multiple databases and digital sources

Use Internet search engines to gather reputable research sources

Grammar: Punctuation for Citation

Use quotation marks, colons, ellipses, brackets, and parentheses to punctuate and cite a direct quotation correctly according to MLA guidelines

Presentation Aids

Identify the various types of presentation aids.

Understand how to effectively use presentation aids.

Understand why it is useful to have presentation aids.

Types of Informative Presentations

Identify definition speeches.

Recognize demonstration ("how-to") speeches.

Understand descriptive speeches.

Unit	Topic	Lesson	Lesson Objectives
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Organizing Your Informative Presentation

- Recognize the principles of effective informative speeches.
- Understand how to organize informative speeches.

Writing: Research Paper: An American President

- Integrate carefully selected and relevant research according to MLA guidelines
- Present information, findings, and supporting evidence using digital media and effective organization and style that are appropriate to purpose, audience, and task
- Using the Six Traits, evaluate and revise an essay with particular attention to ideas and content
- Write a research paper with a controlling idea supported by relevant research

Classical Greek Literature: Edith Hamilton and *Antigone* by Sophocles

Greek Mythology

Skills Lesson: Greek Literature and Archetypes

- Analyze archetypes in mythic, traditional, and classical literature
- Examine the characteristics and historical context of works composed in Greek, Roman, and Western European settings

Mythology: Selected Myths and Their Influence

- Analyze how an author draws on and transforms source material in a specific work
- Examine archetypal symbols across genres
- Make inferences and draw conclusions about theme and genre in different cultures and historical contexts

Vocabulary: Roots and Affixes

- Define etymology and explain how it relates to modern English
- Using roots and affixes, make inferences about the meaning of unfamiliar words

Mythology: Two Great Heroes of Greek Mythology: Perseus and Atalanta

- Evaluate how theme in literature is related to the historical and social context of the text
- Explore the influence of Greek mythology and archetypes on contemporary literature and film
- Identify the relationship of mythic and classic Greek symbols to contemporary culture

Ancient Greek Drama: *Antigone* by Sophocles

Skills Lesson: Greek Tragedy

- Explore the origin and development of ancient Greek tragedy
- Identify the dramatic elements and structure of ancient Greek tragedy

***Antigone* by Sophocles: The Prologue**

- Analyze how theme is revealed through dramatic structure and elements
- Characterize the protagonist by analyzing dialogue; compare and contrast with other characters
- Make inferences about the ancient Greek culture through examination of textual evidence; compare and contrast to modern culture

Unit	Topic	Lesson	Lesson Objectives
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***Antigone* by Sophocles: The Parados**

Evaluate the impact of imagery and figurative language on tone and mood

Make inferences about the ancient Greek culture through examination of textual evidence; compare and contrast to modern culture

Use a graphic organizer to analyze causal relationships between key events and to summarize text

***Antigone* by Sophocles: Scene 1, Ode 1**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Characterize the antagonist by analyzing dialogue and making predictions

Identify the use of dramatic irony; evaluate its impact on the audience and how it reveals theme

Make inferences about the ancient Greek culture through examination of textual evidence; compare and contrast to modern culture

***Antigone* by Sophocles: Scene 2, Ode 2**

Analyze how character is revealed through figurative language; evaluate impact on tone and mood

Construct a graphic organizer to infer theme through conflict and predicted outcomes

Evaluate plot structure and its impact on the audience

Make inferences about the ancient Greek culture through examination of textual evidence; compare and contrast to modern culture

***Antigone* by Sophocles: Scene 3, Ode 3**

Evaluate the impact of persuasive techniques on the audience; create a graphic organizer to compare and contrast arguments

Make inferences about the ancient Greek culture through examination of textual evidence; compare and contrast to modern culture

Use relevant evidence to identify and make predictions about tragic characters

***Antigone* by Sophocles: Scene 4, Ode 4**

Examine the use of allusions in the text and its impact on the audience

Make inferences about the ancient Greek culture through examination of textual evidence; compare and contrast to modern culture

Organize plot events using a graphic organizer; compare to Aristotle's explanation of plot

***Antigone* by Sophocles: Scene 5, Paean**

Classify characters as dynamic or static and archetypal or stock

Evaluate how characters impact plot, theme, and the audience

Make inferences about the ancient Greek culture through examination of textual evidence; compare and contrast to modern culture

***Antigone* by Sophocles: The Exodos**

Analyze causal relationships among key plot events by using a graphic organizer

Analyze the revelation of theme through resolution of conflict

Evaluate key tragic elements and their impact on plot, theme, and audience

Make inferences about the Ancient Greek culture through examination of textual evidence; compare and contrast to modern culture

Grammar and Writing

Grammar: Spelling Strategies

Grammar Skill: Spell frequently used words correctly, and use effective strategies for spelling unfamiliar words

Unit	Topic	Lesson	Lesson Objectives
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Grammar: Coordination and Parallelism

- Evaluate sentences for coordination and parallelism; revise as necessary
- Use coordinating conjunctions and conjunctive adverbs to relate equally important ideas in writing
- Use coordinating conjunctions and correlative conjunctions to create parallelism in writing

Writing: Literary Analysis Essay: Theme

- Compose a literary analysis essay that analyzes the theme of a literary work
- Use relevant textual evidence to support a thesis statement; integrate quotations according to MLA guidelines
- Using the Six Traits, evaluate and revise an essay with particular attention to ideas, content, and conventions

Elizabethan Drama: *The Tragedy of Julius Caesar* by William Shakespeare

***The Tragedy of Julius Caesar* by William Shakespeare**

Skills Lesson: Ancient Rome and *The Tragedy of Julius Caesar*

- Analyze how an author draws on and transforms source material in a specific work and determine the impact the dramatic literary form (i.e., genre) has on an audience's understanding of the event
- Identify a play's intended audience (given the play's social, political, or historical context) and identify elements of the dramatic production designed to reach the intended audience
- Review prior knowledge of ancient Roman history

Skills Lesson: Tragedy, Drama, and Shakespeare

- Identify blank verse and prose and distinguish their uses in *The Tragedy of Julius Caesar*
- Identify the elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) and explain how they give meaning to the text

Vocabulary: Acquiring New Words

- Determine, clarify, and illustrate the meaning of unfamiliar words
- Use a variety of techniques to acquire a range of words

***The Tragedy of Julius Caesar* by William Shakespeare: Act 1**

- Analyze the way Shakespeare uses sensory images and symbolism to evoke emotion and create meaning
- Examine the way puns expose basic beliefs and perspectives in Shakespeare's play
- Recognize how conflict and foreshadowing impact and reveal plot
- Use paraphrasing and summarizing to understand Shakespearean verse

***The Tragedy of Julius Caesar* by William Shakespeare: Act 2**

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Examine character motivation and behavior as revealed by moral dilemmas
- Interpret and evaluate William Shakespeare's use of irony and figurative language (simile, metaphor, apostrophe, personification, flashback, and foreshadowing) and explain how they impact meaning in his work

Unit	Topic	Lesson	Lesson Objectives
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***The Tragedy of Julius Caesar* by William Shakespeare**

***The Tragedy of Julius Caesar* by William Shakespeare: Act 3.1**

- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
- Analyze an isolated scene and understand its contribution to the success of the plot in *The Tragedy of Julius Caesar*
- Analyze how the tensions among characters, communities, and themes in literature reflect the human experience

***The Tragedy of Julius Caesar* by William Shakespeare: Act 3.2-3.3**

- Analyze the language and rhetorical purpose of a speech or monologue to determine the main idea
- Compare and contrast speeches (or monologues) of two different characters in a text
- Determine characters' traits based on their language in dialogue and monologue

***The Tragedy of Julius Caesar* by William Shakespeare: Act 4**

- Analyze interactions between major and minor characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot
- Analyze the development of essential elements of plot (e.g., setting, exposition, conflict, rising action, climax, denouement) in a literary work
- Identify the various timing devices used to progress a plot

***The Tragedy of Julius Caesar* by William Shakespeare: Act 5.1-5.2**

- Analyze an author's choices concerning the structure of the text, the order of events (i.e., sequence) within the text, and the manipulation of time (e.g., foreshadowing) to create such effects as tension or surprise
- Evaluate the way an author's choice of words advances the theme or purpose of the work
- Interpret words and phrases as they are used in a text, including determining denotative, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

***The Tragedy of Julius Caesar* by William Shakespeare: Act 5.3-5.5**

- Analyze various aspects of characterization (e.g., antagonist/protagonist, tragic hero, archetype, flat/round characters, static/dynamic characters, foil), particularly the Tragic Hero archetype
- Identify universal themes and how they represent a view of society; provide support from the text for the theme

Media Literacy, 21st-Century Skills, Grammar, and Writing

Media Literacy: Analyze Speeches Given in Historical Context

- Analyze historically significant speeches to find the rhetorical devices and features that make them memorable
- Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, organization of ideas, and delivery
- Listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection

21st-Century Skills: Professional Electronic Communication

- Evaluate the appropriate uses and implications of casual versus professional language
- Evaluate the implications of language used in a public forum

Unit	Topic	Lesson	Lesson Objectives
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Electronic Communication: Discussion and Debate Techniques

- Develop strategies to create credibility with the audience based on their values and attitudes.
- Differentiate between and compare aggressive, passive, and assertive conversation skills.
- Identify essential elements, skills, and implications of persuasion, argumentation, and debate as essential oral skills.
- Identify ways to support your opinions with a valid, factual rationale.

Grammar: Punctuation - Commas, Semicolons, and Colons

- Grammar Skill: Use punctuation correctly and understand function of commas, semicolons, colons, and italics.

Grammar: Sentence Variety

- Use compound, complex, and compound-complex sentences to vary sentence structure in writing
- Use phrases and subordinate clauses to vary sentence beginnings in writing

Writing: Compare-and-Contrast Essay: *The Tragedy of Julius Caesar*

- Compose an essay that compares and contrasts two identified subjects; use relevant details to support similarities and differences
- Compose an introduction that provides interest and clarity for the reader
- Using the Six Traits, evaluate and revise an essay with particular attention to ideas, content, and organization

World Literature

Culture and Gender Relations

Skills Lesson: Genres and Archetypal Symbols

- Compare and contrast archetypal symbols across genres
- Explain how the selection of genre affects the delivery of universal ideas about life and society

Short Story: "Subha" by Rabindranath Tagore

- Analyze moral dilemmas in works of world literature as revealed by characters' motivations and behavior
- Analyze such elements as language and style, character development, point of view, irony, and structure in works of world fiction
- Identify theme and underlying meaning in world fiction

Vocabulary: Technical and Professional Language

- Define bias; explain how to reduce bias in communication
- Examine the connection between language and purpose, audience, and context

Poetry: The Blazon, the English Sonnet, and Contemporary Song Lyrics

- Compare and contrast cultural and generational perspectives of women
- Demonstrate knowledge of the common elements of poetry: metrics, rhyme, rhythm, structure, diction, devices, and other conventions
- Recognize literary strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, parody, hyperbole, and omission)

Nonfiction: From *A Room of One's Own* by Virginia Woolf

- Analyze cultural and generational perspectives of women
- Make connections to text and evaluate text depending on value to oneself
- Make inferences and draw conclusions about the author's purpose in cultural and historical contexts

Unit	Topic	Lesson	Lesson Objectives
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Nonfiction: "At the Hearth" by Laura Esquivel

- Analyze gender roles among cultures through literature
- Determine an author's perspective or purpose in a text
- Evaluate how theme in literature is related to the historical and social context of the text

Media Literacy, 21st-Century Skills, Grammar, and Writing

Media Literacy: Decoding Legal and Governmental Forms

- Analyze the structure and format of functional workplace documents
- Critique the logic of functional documents
- Determine the meaning of specialized vocabulary and technical meanings of words through context clues
- Read and evaluate functional text documents

21st-Century Skills: Exploring Procedural Texts

- Critically read and interpret instructions
- Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax
- Examine the structure, format, and logic of procedural texts
- Narrate a sequence of events and communicate their significance to the audience
- Write procedural texts that follow an organizing structure appropriate to purpose, audience, and context

Grammar: Sentence Faults

- Evaluate sentences for dangling and misplaced modifiers; revise as necessary
- Recognize and revise sentence fragments, comma splices, and fused sentences

Writing: Expository Essay: Healthy Relationships

- Compose an expository essay to examine and explain a complex idea
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas
- Using the Six Traits, evaluate and revise an essay with particular attention to word choice and sentence fluency

Unit	Lesson	Lesson Objectives
American Roots: From Native Traditions to the American Revolution		
	The Iroquois Creation Myth: "The World on Turtle's Back"	<p>Based on a text, make logical inferences about cultural value.</p> <p>Draw conclusions about a text and support them with textual evidence.</p> <p>Examine the tradition and purpose of a creation myth.</p>
	Jonathan Edwards's "Sinners in the Hands of an Angry God"	<p>Evaluate rhetorical devices in a seminal US text.</p> <p>Examine the societal significance of an early American text.</p> <p>Interpret how connotative and denotative meanings of words affect word choice in a text.</p>
	Thomas Paine	<p>Analyze rhetorical technique and cite evidence to support its effectiveness.</p> <p>Examine the purpose of a text through the author's choice of language.</p> <p>Interpret figurative language to make meaning of a text.</p>
	The Declaration of Independence	<p>Analyze how the structure of a text contributes to its purpose.</p> <p>Evaluate the effectiveness of reasoning in a seminal US text.</p> <p>Examine the historical significance of a primary-source document.</p>
	Sentence Fluency	<p>Evaluate the sentence fluency of a text.</p> <p>Recognize and correct sentence fluency errors.</p> <p>Vary sentence patterns to enhance meaning, style, and the reader's experience.</p>
Bright Romanticism: American Individualism		
	Fireside Poets	<p>Analyze the structure of a poem.</p> <p>Compare and contrast two nineteenth-century poems.</p> <p>Interpret a poet's word choice and use of sensory language.</p>
	Ralph Waldo Emerson	<p>Assess the author's argument in a text, using evidence from the text.</p> <p>Compare the central ideas expressed in two essays.</p> <p>Summarize the central ideas in a text.</p>
	Henry David Thoreau - <i>Walden</i>	<p>Analyze how the author's ideas are developed through the structure of a text.</p> <p>Evaluate how ideas in a nineteenth-century text relate to today's cultural context.</p> <p>Identify imagery in a text and interpret how it supports the author's viewpoint.</p>
	Henry David Thoreau - "Civil Disobedience"	<p>Analyze the sequence of events in a nonfiction text.</p> <p>Apply prior knowledge to generate ideas about a nonfiction text.</p> <p>Evaluate the significance of an early American text and its influence on future philosophies.</p>

Unit	Lesson	Lesson Objectives
		<p>Walt Whitman's "Song of Myself"</p> <ul style="list-style-type: none"> Analyze how word choice and tone contribute to the voice of a poem. Analyze the effect of free verse structure. Make inferences about the themes of a poem. <p>Emily Dickinson's Poetry</p> <ul style="list-style-type: none"> Analyze how word choice is used to create imagery in minimalist verse. Compare and contrast two poems by the same author. Critically read a poem to analyze its language and structure. <p>Verb Tense, Verb Voice, and Verb Mood</p> <ul style="list-style-type: none"> Recognize and correct inappropriate shifts in verb tense. Recognize and correct inappropriate shifts in verb voice and mood. Use verb tense to effectively narrate a story. <p>Writing Workshop: Narrative Writing</p> <ul style="list-style-type: none"> Use a graphic organizer as a prewriting tool to organize the narrative sequence of a significant event. Use a graphic organizer as a prewriting tool to organize the narrative sequence of a significant event. Use verb tense to effectively narrate a story. Use verb tense to effectively narrate a story. Write a narrative essay that relates the significance of an event to the reader through appropriate sequencing of events and vivid details. Write a narrative essay that relates the significance of an event to the reader through appropriate sequencing of events and vivid details.
Dark Romanticism: American Gothic		
		<p>Suspense and Horror: Gothic Writing across Time</p> <ul style="list-style-type: none"> Analyze how an author's use of suspense is developed throughout a text. Cite evidence of the author's tone and its effect on the reader. Critique an American gothic text and recognize its influence on contemporary horror writing. <p><i>The Scarlet Letter</i></p> <ul style="list-style-type: none"> Analyze an author's choice of words in conveying setting, time, and mood. Describe the plot and sequence of events in the beginning of a novel. Monitor comprehension to understand and interpret a complex text. <p>Symbols in <i>Moby-Dick</i></p> <ul style="list-style-type: none"> Analyze an author's choice of how to begin a chapter of a novel. Analyze symbols in a text and infer their meaning. Draw conclusions from a text excerpt about the theme of a novel. <p>Edgar Allan Poe's "Annabel Lee"</p> <ul style="list-style-type: none"> Analyze the rhythm and sound devices in a poem. Compare the central ideas in different texts by the same author. Draw conclusions about the theme of a poem. <p>Dark Hauntings: "The Fall of the House of Usher"</p> <ul style="list-style-type: none"> Draw conclusions about an artist's use of narration and its effect on a story. Evaluate the use of parallelism in a text. Make observations about the narrator of the story.

Unit	Lesson	Lesson Objectives
		<p>Choosing Vocabulary</p> <ul style="list-style-type: none"> Apply skills to increase personal vocabulary. Choose academic vocabulary for task, purpose, and audience. Use vocabulary to develop style and tone. <p>Writing Workshop: Compare-Contrast Essay</p> <ul style="list-style-type: none"> Analyze the writing prompt as a prewriting strategy. Edit writing to identify and correct spelling errors. Revise writing to improve flow through sentence fluency and transitional elements. Write an informative essay in which you compare and contrast proposals for a fundraiser.
A Nation Dividing and Expanding: Civil War, Regionalism, and Realism		
		<p>Abolition and Women's Rights Movements, Part 1</p> <ul style="list-style-type: none"> Analyze repetition and questioning as rhetorical devices in a speech. Evaluate how an author structures reasoning within an argument. Examine the historical significance of a speech. <p>Abolition and Women's Rights Movements, Part 2</p> <ul style="list-style-type: none"> Apply understanding of language to make meaning of a text. Evaluate how a speech appeals to logic, reason, and emotion. Relate the central ideas in a speech to its historical and cultural context. <p>The Mississippi River Runaways</p> <ul style="list-style-type: none"> Analyze an author's use of dialogue and dialect to portray characters and establish setting. Cite examples of satire, irony, and sarcasm in a realist text. Critique the author's use of humor to convey intent and viewpoint. <p>American Indian Issues</p> <ul style="list-style-type: none"> Assess the impact of tone on the meaning of a text. Determine the central ideas in a speech. Summarize a speech and analyze how its message reflects cultural views. <p>Pronoun Agreement and Reference</p> <ul style="list-style-type: none"> Recognize and correct pronoun usage errors. Recognize and correct subject-verb agreement errors. Use subject, object, possessive, and intensive pronouns properly.
Realist Novel Study: The Awakening by Kate Chopin		
		<p>Realist Novel Study, Part 1</p> <ul style="list-style-type: none"> Analyze context to clarify the meaning of words in a text. Preview a text to examine word choice in developing the setting. Verify the meaning of key vocabulary words in a text. <p>Realist Novel Study, Part 2</p> <ul style="list-style-type: none"> Analyze how the author's plot structure contributes to the aesthetic impact of the literary device "epiphany." Identify and sequence critical plot elements using a graphic organizer. Interpret plot structure by comparing key scenes.

Unit	Lesson	Lesson Objectives
		<p>Realist Novel Study, Part 3</p> <ul style="list-style-type: none"> Evaluate the impact of word choice on an author's style. Explore the connotative and denotative meanings of words and phrases in a text. Investigate how an author's style reflects realism and naturalism. <p>Realist Novel Study, Part 4</p> <ul style="list-style-type: none"> Examine how the author establishes mood in a text. Explore emerging themes in a novel. Make predictions about a novel using knowledge of themes and events. <p>Realist Novel Study, Part 5</p> <ul style="list-style-type: none"> Analyze the point of view in a novel. Distinguish explicit and implicit messages of the narrator in a fictional text. Investigate the author's use of narrator and voice. <p>Realist Novel Study, Part 6</p> <ul style="list-style-type: none"> Cite evidence to support analysis of characterization. Examine a novel's characters and determine how an author develops their traits. Infer the differences between characters based on the author's portrayals. <p>Realist Novel Study, Part 7</p> <ul style="list-style-type: none"> Analyze the development of themes over the course of a text. Determine several themes present throughout a text. Expand upon how the development of theme comments on the human condition. <p>Research Workshop: Generating Research Questions and Evaluating Sources</p> <ul style="list-style-type: none"> Apply strategies for gathering, organizing, and evaluating sources for research writing. Compose a speech to prepare for classroom discussion or debate. Generate effective research questions to direct study. Use MLA citation correctly.

Make It New!: Early Modernism

Dramatic Monologue and Stream of Consciousness in Poetry

- Analyze how an author uses stream of consciousness to develop the style of a speaker.
- Cite examples of allusions in a poem.
- Examine how dramatic monologue is used as a technique in a poem.

Meta Poetry: Poetry about Poetry

- Analyze different forms of poetry.
- Clarify word meanings using a variety of strategies.
- Determine and reflect on themes expressed in a modernist poem.

Robert Frost's Poetry

- Assess form, rhythm, and content in a blank verse poem.
- Contrast a poet's views on poetry with those of his contemporaries.
- Distinguish between a poem's speaker and the author's point of view.

Unit	Lesson	Lesson Objectives
		<p>Reflecting on World War I</p> <ul style="list-style-type: none"> Analyze how an author uses key terms to influence the audience. Analyze the central ideas in a text. Explain how the structure of a text supports an author's viewpoint. <p>Speaking and Listening: Evaluating a Speaker</p> <ul style="list-style-type: none"> Apply critical listening skills to a speech. Critique the word choice and argumentative techniques (such as rhetoric and use of logic) in a speech. Identify the author's purpose and evaluate the effectiveness of a speech. <p>Writing Workshop: Literary Analysis</p> <ul style="list-style-type: none"> Apply an understanding of technical vocabulary. Edit for standard English conventions. Explore organizational structures as a prewriting strategy. Revise writing for ideas and organization. Write a literary analysis that draws evidence from a literary text.
Modern Drama Study		
		<p><i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 1</p> <ul style="list-style-type: none"> Analyze the nuances of author's word choice. Assess how an author develops characters' traits and motivations over the course of a play. Recognize and analyze stage directions in a play. <p><i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2</p> <ul style="list-style-type: none"> Cite examples of irony in drama. Cite textual evidence of the themes and elements in a modern drama. Make inferences about symbols and their impact on the themes of a play. <p>Interpreting a Source Text: A Production of <i>Trifles</i></p> <ul style="list-style-type: none"> Analyze multiple interpretations of a drama. Compare and contrast the text of a drama to an audio production. Evaluate how a recording interprets the source text of a drama. <p>The True Story behind <i>Trifles</i></p> <ul style="list-style-type: none"> Determine the style of a drama. Distinguish fact and opinion after reading multiple sources. Relate the ideas found in a literary work to primary source documents from its time. <p><i>King Arthur's Socks</i> , Part 1</p> <ul style="list-style-type: none"> Analyze how an author uses stage directions to convey a character's actions and emotions. Examine a character's traits and motivations through dialogue. Summarize the plot of a drama. <p><i>King Arthur's Socks</i> , Part 2</p> <ul style="list-style-type: none"> Analyze how an author's use of structure in a play contributes to its meaning and emotional impact. Critique a play based on the author's depiction of societal issues. Draw conclusions about the plot of a play and the effectiveness of plot events.

Unit	Lesson	Lesson Objectives
		<p>Nonrestrictive Elements and Parallel Structure</p> <ul style="list-style-type: none"> Apply proper punctuation for emphasis and to set off elements. Choose punctuation for effect. Identify parallel structure and revise sentences for correct parallelism. <p>Writing Workshop: Exploring Argument</p> <ul style="list-style-type: none"> Develop and organize an argumentative essay that shows the relationships between the claim, counterclaims, and evidence. Examine multiple forms of relevant evidence to support claims and counterclaims clearly and logically. Formulate and write a thesis statement to support a claim. Revise and edit argumentative writing for logic, style, grammar, and proper source citation.
		<p>Victory and Despair: The Roaring Twenties, Modernism, and Postwar Outlooks</p> <p>Hemingway's World War I</p> <ul style="list-style-type: none"> Analyze an author's use of diction and its impact in a fictional text. Examine how an author's style affects a text. Interpret characterization in a fictional text. <p>Fitzgerald and the Roaring Twenties</p> <ul style="list-style-type: none"> Describe the plot in the first chapter of a novel. Examine the role of setting and cite evidence of its impact on a story. Make inferences from a story's setting. <p>Depression and Hard Times</p> <ul style="list-style-type: none"> Apply background knowledge of American history to analyze an interview transcript. Determine the central ideas in a primary-source document. Make observations about the Great Depression from the ideas in a text. <p>Southern Gothic</p> <ul style="list-style-type: none"> Analyze the characterization in a Southern gothic text. Cite examples of irony in a story. Interpret figures of speech in a story. <p>Correct Modifiers and Concise Wording</p> <ul style="list-style-type: none"> Apply strategies to improve expression in conventional language. Locate and correct dangling, misplaced, and troublesome modifiers. Recognize and revise wordiness and redundancy in writing. <p>Writing Workshop: Comparing Texts</p> <ul style="list-style-type: none"> Apply academic vocabulary terms to formal writing. Compare the development of theme in two literary works from the same period. Compose a five-paragraph literary analysis essay.
		<p>"I, too, am America": The Harlem Renaissance and The Civil Rights Movement</p> <p>Poetry of Langston Hughes</p> <ul style="list-style-type: none"> Analyze the rhythm and repetition in a poem. Compare and contrast the imagery, sensory details, and themes in two poems by the same author. Make observations about the role of the speaker in a poem.

Unit	Lesson	Lesson Objectives
		<p>Richard Wright's Struggles with Racism</p> <ul style="list-style-type: none"> Analyze how an author's perspective and purpose reflects societal and cultural influences. Cite evidence of how an author effectively conveys personal experiences. Examine the use of anecdotes in an autobiography to describe events and attitudes. <p>Brown v. Board of Education</p> <ul style="list-style-type: none"> Analyze reasoning in a Supreme Court opinion. Apply background knowledge of the US Constitution and segregation policies in twentieth-century America to a text. Evaluate the premises, purposes, and arguments in a seminal US text. <p>Martin Luther King Jr. and Civil Disobedience</p> <ul style="list-style-type: none"> Analyze the effectiveness of the structure an author uses in an argument. Examine and evaluate the use of allusions in a text. Summarize the author's purpose of a letter. <p>Choosing Language for Context and Purpose</p> <ul style="list-style-type: none"> Apply strategies to determine how language functions in different contexts. Recognize and correctly make meaning out of words and phrases. Use consistent style and tone when writing. <p>Writing Workshop: Argumentative Essay</p> <ul style="list-style-type: none"> Conduct appropriate research using multiple relevant print and digital sources and use a standard form of source citation. Construct an argumentative essay that supports a specific claim or idea. Organize and write a clear and coherent argumentative essay based on reason and evidence using a style that is appropriate to the purpose and audience. Revise, edit, and rewrite for ideas, organization, and voice.
Cultural Rebellion: Mid-Twentieth-Century Voices		
		<p>Individualism, Modern Capitalism, and Dystopian Visions</p> <ul style="list-style-type: none"> Analyze how an author uses fictional elements to develop a theme. Identify a text's philosophical concepts. Make inferences about themes of a fictional text and cite evidence to support analysis. <p>Beat Poetry</p> <ul style="list-style-type: none"> Analyze a free verse poem. Analyze an author's choices in structuring a poem. Cite examples of allusion to convey and reinforce meaning. <p>Beat Movement Spontaneous Prose</p> <ul style="list-style-type: none"> Analyze an author's style. Monitor comprehension by breaking up a text and rereading it. Synthesize background information with a text. <p>Experiencing and Reliving Vietnam</p> <ul style="list-style-type: none"> Compare and contrast texts of different genres on the same topic. Examine how an author structures a text to create tension and conflict. Identify the use of frame story, flashback, and sequencing in a short story.

Unit	Lesson	Lesson Objectives
		<p>Vietnam Literary Journalism</p> <ul style="list-style-type: none"> Analyze an author's use of paradox. Analyze an author's use of sensory details to create imagery. Make inferences about the features of a literary nonfiction text. <p>Critiques of American Society in Science Fiction</p> <ul style="list-style-type: none"> Analyze how an author uses irony and satire in science fiction. Examine the impact of character development in a story. Generate questions to interpret societal messages in science fiction. <p>Using Resources and Reference Materials for Editing</p> <ul style="list-style-type: none"> Apply understanding of language usage and conventions. Use references to resolve issues of word usage and syntax. Use resources to distinguish between commonly confused words. <p>Writing Workshop: Visual Media Analysis</p> <ul style="list-style-type: none"> Create a five-paragraph media analysis essay. Examine and identify a variety of persuasive media techniques. Revise writing for ideas, use of source materials, and organization. Write a media analysis paragraph Write a media analysis paragraph.
Heritage and Multicultural American Identities: Contemporary Voices		
		<p>Contemporary American Indian Voices</p> <ul style="list-style-type: none"> Analyze the central ideas in a text in relation to cultural context. Determine figurative and symbolic meanings. Examine character traits and motivations through dialogue. <p>Latin American Magic Realist Voices</p> <ul style="list-style-type: none"> Analyze how an author structures a text for meaning and aesthetic impact. Distinguish the features of magic realism from realistic and fantasy fiction. Monitor comprehension while reading and synthesize a text. <p>Latina Poetry as an Expression of Cultural Heritage</p> <ul style="list-style-type: none"> Analyze word choice in poetry and its impact on tone. Cite examples of sensory imagery in a poem. Evaluate the role of the speaker in poetry. <p>Exploring Cultural Identity through Language</p> <ul style="list-style-type: none"> Analyze the way an author establishes voice. Evaluate the style and effectiveness of rhetoric. Synthesize and contrast the arguments of two texts. <p>Asian American Voices</p> <ul style="list-style-type: none"> Analyze how central ideas are built in an essay. Make inferences about a text and cite evidence to support the analysis. Summarize the central ideas in an essay.

Unit	Lesson	Lesson Objectives
		<p>Choosing Language</p> <ul style="list-style-type: none"> Analyze word choice to determine the author's purpose. Determine the impact of word choice on topic and theme in seminal works of American literature. Revise a passage by selecting words and phrases appropriate for audience and purpose.
		<p>Globalization and the Information Age: Postmodernism into the Twenty-First Century</p> <p>A Look at the Fast-Food Industry by Eric Schlosser</p> <ul style="list-style-type: none"> Analyze how the author develops central ideas. Critique the author's use of reasoning to support an argument. Use academic vocabulary to make meaning of a text. <p>The Poetry of Physics</p> <ul style="list-style-type: none"> Cite evidence to analyze messages within and between texts. Evaluate information from different sources and media. Summarize and compare the central ideas of two texts. <p>A Response to 9/11 by Jonathan Safran Foer</p> <ul style="list-style-type: none"> Analyze the assumptions and ambiguities in a text. Cite examples of an author's use of tone for impact and meaning. Evaluate the narration of a fictional text. <p>A Nonfiction Account of Hurricane Katrina by Dave Eggers</p> <ul style="list-style-type: none"> Analyze a sequence of events in its cultural context. Draw conclusions about conflicts and themes found in a text. Monitor comprehension by rereading, self-questioning, and synthesizing to understand an author's message. <p>Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i></p> <ul style="list-style-type: none"> Analyze an argument for structure and logic. Evaluate evidence in an argument. Summarize central ideas in a text and analyze their development. <p>Research Workshop: Writing and Presenting the Argumentative Essay, Part 1</p> <ul style="list-style-type: none"> Conduct appropriate research using relevant print and digital sources, with standard source citation. Construct an argumentative essay that supports a specific claim. Edit and rewrite for word choice and sentence fluency. Organize and write a clear, coherent argumentative essay based on reason and evidence using an appropriate style. Revise for the writing traits of ideas and organization. <p>Research Workshop: Writing and Presenting the Argumentative Essay, Part 2</p> <ul style="list-style-type: none"> Create a presentation that makes strategic use of a variety of digital media. Present information clearly for the targeted audience, with supporting evidence. Write an argumentative speech that demonstrates a clear command of formal English.

Unit	Topic	Lesson	Lesson Objectives
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Anglo-Saxon and Old English Period: 449-1066

Anglo-Saxon, Old English, and Beowulf

Lecture: Timeline

Literary Skill: Understand the important events of the Anglo-Saxon and Old English Period 449-1066.

Lecture: Historical Period

Literary Skill: Evaluate the philosophical, political, religious, ethical, and social influences of the Anglo-Saxon and Old English Period historical period.

Epic: from Beowulf, Part I

Literacy Skill: Understand the elements of epic poem, epic hero and oral tradition and folklore.

Reading Skill: Identify elements of Anglo-Saxon language and alliterative verse.

Epic: from Beowulf, Part II

Literary Skill: Understand the elements of epic hero

Epic: from Beowulf, Part III

Literary Skill: Understand the elements of epic hero

Ancient Greece: Homer - The Iliad and Anglo-Saxon Poetry

Epic: from Book 22: The Death of Hector part 1

Literary Skill: Understand historic elements of time and setting of Greek and Trojan War in 12th century BCE as it relates to the epic poem.

Reading Skill: Analyze literary elements of mythology, epic simile, epithet, and flawed protagonist.

Lecture: Introduction

Literary Skill: Understand characteristics of Anglo-Saxon poetry

Poem: The Seafarer

Literary Skill: Analyze characteristics of Anglo-Saxon poetry. Understand elements of elegy and allegory. Identify symbols that foreshadow meaning and moral.

Reading Skill: Draw conclusions from the poem.

Poem: The Wanderer

Literary Skill: Understand Anglo-Saxon lyrics. Understand elements of elegy and allegory.

Poem: The Wife's Lament

Literary Skill: Analyze tone. Understand elements of lyric poetry and elegy. Identify alliteration, kennings and assonance in poem.

Reading Skill: Compare and contrast poem with other Anglo-Saxon poetry.

Communication, Grammar, and Writing

Communication: Interview

Reading Skill: Read web articles that have tips for conducting interviews.

Writing Skill: Write an interview questions list.

Unit	Topic	Lesson	Lesson Objectives
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Word Analysis

- Define word analysis and why it is important when reading.
- Understand how to use parts of speech to determine word meaning.
- Use connotation and denotation in word analysis.
- Use context clues to help determine the meaning of unknown words.

Grammar: Verb Tense Consistency

- Grammar Skill: Learn verb tenses and the use of consistency.

The Writing Process

- Writing Skill: Learn the steps of the writing process; Prewriting, Drafting, Revising, Editing, and Publishing.

The Medieval Period: 1066-1485

Medieval Period: Geoffrey Chaucer -The Canterbury Tales

Lecture: Historical Period

- Literary Skill: Evaluate the philosophical, political, religious, ethical, and social influences of the historical period.

Narrative Poem: The Prologue to the Canterbury Tales

- Literary Skill: Characteristics of a frame story. Identify Chaucer's use of Middle English. Analyze characterization including direct and indirect characters.
- Reading Skill: Identify the poem's narrative style. Analyze the characteristics of the narrative poem written in couplets.

Narrative Poem: from The Pardoner's Tale

- Literary Skill: Analyze tale plot. Identify use of figurative language, imagery, metaphors and similes.
- Reading Skill: Understand the use of physiognomy in the poem. Identify comic irony in the poem.

Narrative Poem: from The Wife of Bath's Tale

- Literary Skill: Identify narrator. Analyze the use of couplets and irony.
- Reading Skill: Interpret Character

Medieval Period: Boccaccio - from The Decameron and Romance Narratives

Short Story: Federigo's Falcon from the Decameron

- Literary Skill: Identify use of situational irony. Understand background of frame narrative used in narrative poetry.
- Reading Skill: Understand historical context of narrative poem. Identify elements of plot in the poem.

Lecture: Arthurian Legends

- Literary Skill: Identify the possible sources for who was possibly King Arthur.
- Reading Skill: Evaluate literary themes present in Arthurian legends.

Romance Narrative: from Le Morte d'Arthur

- Literary Skill: Identify characteristics of medieval romance literature as a genre. Analyze characteristics of romance hero.
- Reading Skill: Analyze characters and plot structure.

Unit	Topic	Lesson	Lesson Objectives
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Romance Narrative: from Sir Gawain and the Green Knight

Literary Skill: Understand the characteristics of the Arthurian legend in the Romance genre. Identify characters that occur in Arthurian legends.

Reading Skill: Identify alliteration. Identify how rhyme is used to structure stanzas.

Communication, Grammar, and Writing

Effective Group Work

Identify and explain the characteristics of effective group members.

Identify and explain the steps of effective group work.

Grammar: Capitalization

Grammar Skill: Identify the rules of capitalization and use them correctly.

Grammar: Dangling Modifiers

Grammar Skill: Understand what a dangling modifier is and how to use modifiers correctly.

Writing: The Six-Traits

Writing Skill: Learn the Six Trait writing steps; Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation.

Analyze each traits' corresponding rubric.

The Renaissance: 1485-1660

The Renaissance: Pastoral Poems and Sonnets

Lecture: Timeline

Literary Skill: Understand the important historical events of the Renaissance time period.

Lecture: Historical Period

Literary Skill: Evaluate the philosophical, political, religious, ethical, and social influences of the Renaissance historical period.

Poem: The Passionate Shepherd to His Love

Literary Skill: Understand the characteristics of pastoral poems.

Reading Skill: Recognize how the use of alliteration enhances the poem.

Poem: The Nymph's Reply to the Shepherd

Literary Skill: Recognize the structure of the pastoral poem, both theme and meter.

Reading Skill: Identify the point of view in which the poem is written.

Sonnet: Sonnet 18

Literary Skill: Distinguish the different characteristics between a Petrarchan sonnet and an English (Shakespearean) sonnet.

Sonnet: Sonnet 73

Literary Skill: Understand the characteristics of an English (Shakespearean) sonnet.

The Renaissance: Poetry, Nonfiction, Psalms, and Parables

Poem: A Valediction: Forbidding Mourning

Literary Skill: Understand the characteristics of metaphysical poetry including the tone.

Reading Skill: Recognize metaphysical poetry's appeal to intelligence and dramatic characters. Identify the author's voice in the writing.

Unit	Topic	Lesson	Lesson Objectives
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Poem: On My First Son

Literary Skill: Understand the characteristics of an epigram. Recognize the concise message of an epigram.

Reading Skill: Understand the poem from the point of view of the author.

Essay: Of Studies

Literary Skill: Understand what defines literary non-fiction from non-fiction. Understand the elements of parallelism and extended analogies.

Reading Skill: Recognize the author's style to get his purpose across to the reader. Recognize the repetition of imagery and the organization of his argument meant to reinforce his purpose.

Speech: A message to her army at Tilbury on the eve of the Spanish Armada, 1588

Literary Skill: Recognize the historical significance of the speech.

Reading Skill: Understand how the tone of the speech contributes to its significance.

Debate: from Female Orations

Literary Skill: Understand the significance of the debate in historical context. Analyze the author's style to provide strength to her purpose.

Reading Skill: Recognize the different perspectives of the various speakers. Identify the author's use of rhetorical language.

Psalm: Psalm 23 and Psalm 137

Literary Skill: Recognize the distinct literary devices that were used in these psalms and continue to be used today.

Reading Skill: Understand the use of parallelism, imagery and tone.

Communication, Grammar, and Writing

Communication: Impromptu Speech

Reading Skill: Read articles on key elements for impromptu speeches.

Writing Skill: Write an impromptu speech.

Grammar: Active-Voice Verbs and Passive-Voice Verbs

Grammar Skill: Learn the difference between active-voice verbs and passive-voice verbs and how to use them correctly.

Grammar: Transitions - Connecting Ideas

Grammar Skill: Understand transitions and how and when to use them in sentences.

Writing: Essay - Descriptive

Writing Skill: Write a descriptive essay. Support your controlling idea with meaningful examples, reasons, and information based upon your research or readings. Use well-structured sentences and descriptive language.

Drama: William Shakespeare - *The Tragedy of Macbeth*

Renaissance Theater: Shakespeare - Macbeth Acts I and II

Lecture: Renaissance Theater

Infotext Skill: Define English Renaissance Theater. Investigate key elements, controversy and sources. Explore the historical development and genres of the period. Learn about key figures and playwrights involved in Renaissance Theater.

Lecture: William Shakespeare

Infotext Skill: Learn biographical information and analyze works to learn William Shakespeare's style and impact on Renaissance theater.

Unit	Topic	Lesson	Lesson Objectives
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Drama: Act I - Macbeth

Literary Skill: Analyze the characteristics of Shakespeare's tragedy Macbeth including characters, tragic hero, and the context of the historical time period of when it was written.

Reading Skill: Read for details and make predictions. Examine the plot elements of conflict and resolution in the drama.

Drama: Act II - Macbeth

Literary Skill: Analyze the characteristics of tragedy including suspense, character, and comic relief.

Reading Skill: Read for details and make predictions.

Renaissance Theater: Shakespeare - Macbeth Acts III, IV, and V

Drama: Act III - Macbeth

Literary Skill: Analyze the characteristics of tragedy, including soliloquy, character, and turning point.

Reading Skill: Read for details and make predictions.

Drama: Act IV - Macbeth

Literary Skill: Analyze the characteristics of tragedy, including character and dumb show.

Reading Skill: Read for details and make predictions.

Drama: Act V - Macbeth

Literary Skill: Analyze the characteristics of tragedy, including tragic hero, climax, resolution, imagery and figurative language.

Reading Skill: Identify main themes, motives and symbolism of Macbeth. Analyze contrasting characters. Draw conclusions of the drama.

Communication, Grammar, and Writing

Communication: Visual Media Analysis

Infotext Skill: Critique visual media and its persuasive techniques. Decipher the main idea by breaking down media messages.

Literary Skill: Explore the relationships, ideas, and cultures represented in various media

Reading Skill: Analyze bias in editorials and advertisements

Writing Skill: Write a journal entry regarding media influence in society.

Grammar: Adverb and Adjective Clauses

Grammar Skill: Identify adverb and adjective clauses and use correctly to combine sentences

Grammar: Verbs - Recognizing Mood

Grammar Skill: Identify and use different verb moods; indicative, imperative, and subjunctive.

Writing: Essay - Reporting Literary Research

Writing Skill: Write an essay analyzing the opening scene of Macbeth. Explain the incidents or events and how they take on more meaning later in the play. Be sure to tell at what point the true importance of the opening scene becomes clear. Support your thesis with examples from the text, citing direct quotes.

Restoration and Enlightenment: 1660-1798

Restoration and Enlightenment

Lecture: Timeline

Literary Skill: Understand the events of the Restoration and Enlightenment periods in history.

Unit	Topic	Lesson	Lesson Objectives
			<p>Mock Epic: from The Rape of the Lock</p> <p>Literary Skill: Define mock epic. Analyze historical and cultural context of the text.</p> <p>Reading Skill: Analyze heroic couplet.</p> <p>Novel: from Don Quixote</p> <p>Literary Skill: Identify elements parody, irony, satire, and humor in the novel. Identify different themes in the novel.</p> <p>Reading Skill: Identify characteristics of tragicomic hero in a modern chivalric medieval novel. Identify motifs and symbols in the text.</p> <p>Vocabulary Skill: Analyze important characteristics of the novel as an influential novel of its time. Identify word origins.</p> <p>Platform: from A Vindication of the Rights of Woman</p> <p>Literary Skill: Explore the background of the author and how her beliefs impacted her writing. Identify the points of view on a topic. Analyze the tone and connotations in the treatise.</p> <p>Reading Skill: Understand patterns of organization. Identify metaphors, rhetorical language, and irony in the text.</p>
Authors: Jonathan Swift, James Boswell, and Thomas Gray			
			<p>Novel: from Gulliver's Travels, Part I</p> <p>Literary Skill: Analyze author and his involvement in politics and religion and how this impacted his writing.</p> <p>Reading Skill: Identify author's purpose and irony used in text. Identify elements of the time period as it is portrayed in the text.</p> <p>Novel: from Gulliver's Travels, Part II</p> <p>Literary Skill: Examine the author's use of satire in the text. Identify conflicts. Compare themes in the text.</p> <p>Reading Skill: Recognize the use of irony and foreshadowing in the text.</p> <p>Biography: from the Life of Samuel Johnson</p> <p>Literary Skill: Define characteristics of biography. Identify biographer's perspective.</p> <p>Reading Skill: Understand the author's unique use of dramatic and emotional language.</p> <p>Vocabulary Skill: Identify metaphors, similes, connotative diction, and imagery in the text.</p> <p>Elegy: Elegy Written in a Country Churchyard</p> <p>Literary Skill: Analyze how the author uses the elements of traditional form and diction with new topics and modes of expression.</p> <p>Reading Skill: Identify the use of personification and dramatic monologue used in the poem. Make inferences from details.</p> <p>Communication: Debate</p> <p>Reading Skill: Learn debate skills.</p> <p>Writing Skill: Write the main points of a debate, anticipate counter arguments.</p> <p>Grammar: Punctuation</p> <p>Grammar Skill: Identify the rules of punctuation and use correctly.</p> <p>Grammar: Effective Sentences: Parallelism</p> <p>Grammar Skill: Write effective sentences using parallelism.</p> <p>Writing: Essay - Literature Analysis</p> <p>Writing Skill: Write a multi-paragraph literary analysis essay. Analyze Jack London's use of vivid language. Support your thesis with meaningful examples and references from the text, carefully citing any direct quotes.</p>

Unit	Topic	Lesson	Lesson Objectives
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Romantic Period: 1798-1832
Romantic Period: William Blake, William Wordsworth, and Samuel Taylor Coleridge
Lecture: Timeline

Literary Skill: Understand events of Romantic Period and how those events impacted the literature of that time period.

Lecture: Historical Period

Literary Skill: Evaluate the philosophical, political, religious, ethical, and social influences of the historical period.

Lecture: Introduction

Literary Skill: Background information on William Blake.

Poem: The Tyger from Songs of Experience

Literary Skill: Identify elements of imagery used in the poem. Analyze the form of the poem.

Reading Skill: Identify the author's use of comparing and contrasting images used in the poem.

Poem: The Lamb from Songs of Innocence

Literary Skill: Identify use of song-like qualities used in the poem. Identify the use of symbols and analogy in the poem.

Reading Skill: Draw conclusions from the poem.

Poems: The World Is Too Much with Us and I Wandered Lonely as A Cloud

Literary Skill: Identify elements of Romantic poetry used in lyrical ballads. Analyze rhyme scheme in the poem.

Reading Skill: Analyze the form of Petrarchan sonnet used in the poems. Identify the octave and sestet in the poem.

Poem: The Rime of the Ancient Mariner

Literary Skill: Identify the use of poetic sound devices, such as different uses of meter used in the poem.

Reading Skill: Analyze the poetic effects of imagery and the literary ballad (story elements) of the poem.

Poem: Kubla Khan

Literary Skill: Poetic Sound Devices

Reading Skill: Analyzing Poetic Effects

Romantic Period: Lord Byron, Percy Bysshe Shelley, and John Keats
Poems: She Walks In Beauty, from Childe Harold's Pilgrimage, Canto IV

Literary Skill: Analyze author's background and his impact on his poetry. Identify the creation of the "Byronic hero" in literature.

Reading Skill: Identify the author's use of form and rhythm in the poetry. Identify the use of simile in the poem.

Poem: Ode to the West Wind

Literary Skill: Define forms of different types of ode used in the poem. Analyze the context and content of the poem.

Reading Skill: Identify use of alliteration, similes, metaphors, and personification used in the poem.

Poem: Ozymandias

Literary Skill: Analyze metaphor and themes in the poem.

Reading Skill: Identify the poem's form of sonnet, its context and rhyme scheme.

Unit	Topic	Lesson	Lesson Objectives
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Poems: When I Have Fears and Ode on a Grecian Urn (Keats)

Literary Skill: Define forms of Pindaric Ode, Horatian Ode, and Irregular Ode. Identify characteristics of Shakespearean sonnet.

Reading Skill: Identify author's use of imagery, parallelism, and metaphors in the poetry.

Communication, Grammar, and Writing

Communication: Informative Speech

Reading Skill: Read web articles on informative speech topics

Writing Skill: Write a detailed outline for an informational speech.

Word Structure

Identify common prefixes and suffixes.

Use the Word Attack Strategy to determine the meaning on unknown words.

Utilize the strategy of identifying the root of words to determine meaning.

Grammar: Writing for Inclusiveness

Grammar Skill: Learn tips for making language inclusive in writing and speaking. Use parallel structure in inclusive writing.

Writing Skill: Learn to write avoiding stereotypes, exclusiveness, and bias.

Writing: Essay - Literary Analysis

Writing Skill: Read the prose passage and write an essay in which you describe the attitude of the narrator toward nature. Make specific references to the text and show how the author uses figurative language, comparison, and contrast to convey this attitude.

Victorian Period: 1832-1901

***Jane Eyre* by Charlotte Brontë**

Jane Eyre: Background

Literary Skill: Gain information and understanding about Charlotte Bronte and autobiographical elements in *Jane Eyre*

Jane Eyre: The Ideas of a Gothic Romance Novel

Literary Skill: Interpret elements of Gothic and Romantic literature

Reading Skill: Analyze symbolism, compare and contrast

Jane Eyre Plot: The Search for Identity and a Life More Meaningful

Literary Skill: Analyze narrator imposed plot change

Reading Skill: Character Analysis: Jane

Jane Eyre: Definition of Themes both Gothic and Romantic

Identify and discuss the gothic and romantic themes present in the novel.

Jane Eyre: Realization of Happiness

Literary Skill: Character Analysis: Mr. Rochester

Reading Skill: Symbolism of Jane's Independence

Jane Eyre Conclusion

Perform a final analysis of Jane's character and morals. Discuss the timeless nature of the novel.

Unit	Topic	Lesson	Lesson Objectives
Communication, Grammar, and Writing			
Communication: Persuasive Speech			
Reading Skill: Read rubrics that contain elements for a good persuasive speech.			
Writing Skill: Write a description of how to prepare a persuasive speech, outline the important components, taking into account the items on the rubrics.			
Grammar: Spelling Strategies			
Grammar Skill: Spell frequently used words correctly, and use effective strategies for spelling unfamiliar words			
Grammar: Prepositions, Conjunctions and Interjections			
Grammar Skill: Identify adjective clauses and use correctly.			
Writing: Essay - Reflective			
Writing Skill: Write a multi-paragraph reflective essay. Describe the characters, setting, and conflict using meaningful sensory descriptions and details that enable the reader to visualize the experiences in your narrative.			
World Literature: Theme: Self-Discovery			
World Literature: India and Europe			
Skills Lesson: World Literature			
Literary Skill: Define world literature, and its use of customs, culture, and different language in the text.			
Reading Skill: Learn to use different skills in order to interpret and read world literature.			
India: Ramayana			
Literary Skill: Learning about Hinduism; Identifying imagery			
Reading Skill: Using cultural background; Analyzing characters			
Czech/European: The Metamorphosis			
Literary Skill: Understand how translation can affect literature; Identify the author's use of visualization			
Reading Skill: Identify the author's use of symbols and motifs in the text.			
World Literature: China and Spain			
China: A Happy Excursion			
Literary Skill: Philosophy in Literature			
Reading Skill: Identify the use of figurative language; Compare and Contrast			
Spain: Life is a Dream			
Literary Skill: Golden Age of Spanish Drama; Multiple Plots			
Reading Skill: Reading Drama; Identifying Motifs			
Research Process and Writing			
Develop a Thesis			
Define and explain the term thesis.			
Understand the characteristics of an effective thesis statement.			
Understand the uses of the thesis.			

Unit	Topic	Lesson	Lesson Objectives
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Research

- Define the term plagiarism.
- Identify and explain the steps of effective research.
- Understand how to avoid plagiarism in your speeches.

Writing: Essay - Research Paper

- Writing Skill: Write a multi-paragraph research paper. Support your thesis with meaningful examples, reasons, and information based upon your research or readings. Use examples and references from the text, carefully citing any direct quotes.

Modern Period: 1901-1950

Modern Period: A Variety of Authors

Lecture: Timeline

- Literary Skill: Understand events of Modern Period and how those events impacted the literature of that time period.

Lecture: Historical Period

- Literary Skill: Evaluate the philosophical, political, religious, ethical, and social influences of the historical period.

T.S. Eliot: The Hollow Men

- Literacy Skill: Define Modernism and how the author's style fits into this movement. Identify author's use of universal theme in his poetry.
- Reading Skill: Analyze the author's philosophical argument in the poem. Analyze author's use of word choice, imagery, fragmentation, structure, and descriptive language in poetry.

William Butler Yeats: The Second Coming, Sailing to Byzantium

- Literary Skill: Define the Irish author's use of mythology, folklore, and religion in his poetry.
- Reading Skill: Analyze author's use of symbolism and allusion in the poetry.

Virginia Woolf: The Duchess and the Jeweller

- Literary Skill: Learn background of author as an important Modernist author. Identify Woolf's unique style.
- Reading Skill: Identify the author's use of Stream of Consciousness technique. Make inferences in the text.

James Joyce: Araby

- Literary Skill: Defining the author's use of epiphany. Learn about the famous, influential Irish author and how he used his experiences and background in his writing.
- Reading Skill: Analyze the author's use of figurative language and diction (slang) in the text.

Communication, Grammar, and Writing

Communication: Political Office Speech

- Reading Skill: Read a political speech.
- Writing Skill: Be able to identify and use main elements of an effective speech.

Grammar: Denotations and Connotations

- Grammar Skill: Distinguish between connotations and denotations and understand their function in writing

Unit	Topic	Lesson	Lesson Objectives
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Writing: Essay - Compare and Contrast

Writing Skill: Write a multi-paragraph compare and contrast essay supporting your position on this issue. Include specific details and examples from your own experiences or readings. Address the readers' concerns, opposing viewpoint, or counterarguments.

Contemporary Period: 1951-Present

Contemporary Period: Poetry and Politics

Lecture: Timeline

Literary Skill: Understand events of Contemporary Period and how those events impacted the literature of that time period.

Lecture: Historical Period

Literary Skill: Evaluate the philosophical, political, religious, ethical, and social influences of the historical period.

Poem: The Moment

Literary Skill: Understand the meaning of theme and personification in modern poetry.

Reading Skill: Recognize structure and its function in poetry

Poem: Digging

Literary Skill: Evaluate sound devices such as assonance, consonance and alliteration

Reading Skill: Interpret imagery and understand its characteristics

Vocabulary Skill: Know the meaning of drills and sound devices

Poem: The Horses

Literary Skill: Known sound devices and repetition

Reading Skill: Recognize and interpret imagery

Political Statement: from the Universal Declaration of Human Rights

Literary Skill: Identify the political issue of human rights and the impact it had on the text

Contemporary Period: Speeches and Short Stories

Speech: from The Question of South Africa

Literary Skill: Recognize human rights issues and contrasting viewpoints

Reading Skill: Evaluate political influences

Speech: from Towards a True Refuge

Literary Skill: Understand human rights and differences

Reading Skill: Identifying Political Influences

Short Story: Next Term, We'll Mash You

Literary Skill: Evaluate theme of lack of communication and imagery

Reading Skill: Analyze and identify details

Short Story: Games at Twilight

Literary Skill: Analyze imagery

Reading Skill: Recognize and analyze details

Unit	Topic	Lesson	Lesson Objectives
Communication, Grammar, and Writing			
Communication: Media Impact - The Democratic Process			
Literary Skill: Use appropriate criteria to evaluate media with emphasis on prejudice, censorship, and disinformation			
Reading Skill: Analyzes the impact of the media on the democratic process (i.e., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.			
Grammar: Using Elements in a Series			
Grammar Skill: Use elements in a series correctly.			
Grammar: Compound and Complex Sentences			
Grammar Skill: Identify compound and complex sentences and use correctly.			
Writing: Essay - Persuasive			
Writing Skill: Write a multi-paragraph persuasive essay. Support your interpretation with specific details and examples from your own experiences or readings. Address the readers' concerns, opposing viewpoint, or counterarguments.			
You and Your World			
Financial Documents			
Budgeting for Beginners			
Literary Skill: Identify how to effectively budget finances			
How Credit Works			
Literary Skill: Recognize how credit works and the pitfalls of credit			
Environmental Documents			
Weather and Emotions			
Literary Skill: Identify how weather impacts emotions through disorders such as Seasonal Affective Disorder			
Addicted to Oil			
Literary Skill: Evaluate the ways people are dependent on oil and its security, economic and political implications			
Nonprofit Documents			
Habitat for Humanity			
Literary Skill: Identify Habitat for Humanity's history, achievements and purpose			
Teach for America			
Literary Skill: Know what Teach for America does, who participates in it, and where current and potential sites are located			
Communication, Grammar, and Writing			
Communication: Special Occasion Speech			
Reading Skill: Read examples of valedictory speeches.			
Speaking Skill: Understand how to compose an effective speech and what the characteristics are of a valedictory speech			
Writing Skill: Write a critique that compares and contrasts two speeches.			
Grammar: Analogies			
Grammar Skill: Identify analogies, their function and use them correctly.			

Unit	Topic	Lesson	Lesson Objectives
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Grammar: Noun Clauses

Grammar Skill: Know what a noun clause is, its functions, and how to use it correctly.

Writing: Essay - Persuasive

Writing Skill: Write a multi-paragraph persuasive essay. Support your interpretation with specific details and examples from your own experiences or readings. Address the readers' concerns, opposing viewpoint, or counterarguments. .

Unit	Lesson	Lesson Objectives
Enlightenment and Revolution		
Influence of Greek and Roman Government		
Describe how Athenian philosophers and leaders developed new political ideals.		
Examine the structure of the government of the Roman Republic.		
The Influence of Judaism and Christianity		
Analyze how the moral and ethical principles of Judaism established the rule of law.		
Examine the role of citizens and individuals as established by early Christian writings.		
The Influence of Cultural Revolutions		
Describe how the Reformation created changes in religion and culture.		
Explain how European society changed as a result of the Renaissance.		
Explain how the Scientific Revolution created a new emphasis on critical thinking and problem solving.		
Growing Democracy in England		
Analyze the importance of the Petition of Right in limiting the power of the monarchy.		
Describe the impact of the Restoration and the Glorious Revolution on government power.		
Explain the role of the Magna Carta in creating a representative government.		
The Enlightenment		
Describe Locke's theories about the rights of citizens.		
Explain Hobbes's beliefs about the responsibilities of government.		
Identify Montesquieu's ideas about the best way to structure government.		
The American Revolution		
Analyze primary source documents important to the American Revolution.		
Determine the global impact of the American Revolution.		
Explain how the Age of Enlightenment contributed to the American Revolution.		
The French Revolution Begins		
Analyze the events that occurred in the early days of the Revolution.		
Describe the causes of the French Revolution.		
Describe the social and economic inequalities that existed in France under the Old Regime.		
The Reign of Terror		
Analyze the European reaction to the events of the French Revolution.		
Describe the events of the French Revolution following the storming of the Bastille.		
Explain the events and effects of the Reign of Terror.		
Compare and Contrast Revolutions		
Analyze the outcomes of the Glorious, American, and French Revolutions.		
Define the goals of the Glorious, American, and French Revolutions.		
Identify the causes of the Glorious, American, and French Revolutions.		
Nationalism and the Growth of Nation-States		
Napoleon Comes to Power		
Describe how Napoleon came to power.		
Examine ways Napoleon reformed the government and society of France.		

Unit	Lesson	Lesson Objectives
	Napoleon's Empire	<p>Explain how Napoleon expanded the French Empire.</p> <p>Identify the events and issues that led to Napoleon's fall from power.</p>
	Age of Revolutions in Europe	<p>Analyze the impact of the Congress of Vienna.</p> <p>Describe how revolutionary movements affected Europe.</p> <p>Explain the effects of the spread of nationalism and liberal ideologies.</p>
	Rise of the Nation-State	<p>Describe the concept of nationalism.</p> <p>Describe the impact of nationalism on the unification of Germany.</p> <p>Describe the impact of nationalism on the unification of Italy.</p>
	Latin American Revolutions	<p>Describe the causes and effects of the Revolution in Haiti.</p> <p>Explain how Latin American countries gained independence.</p> <p>Explain how the challenges facing Latin American countries following their independence led to political instability.</p>
	Latin America after Independence	<p>Analyze the effects of the instability faced by newly independent countries in Latin America.</p> <p>Examine the political challenges faced by Latin American governments after gaining independence.</p>
Industrialization		
	The Industrial Age	<p>Analyze why the Industrial Revolution began in England.</p> <p>Examine how the Industrial Revolution led to improvements in transportation.</p> <p>Explain the impact of the agricultural and industrial revolutions on society.</p>
	Spread of Industrialization	<p>Describe how industrialization spread to Europe and the United States.</p> <p>Explain the factors that contributed to industrialization in Europe and the United States.</p>
	The Factory System	<p>Describe the positive effects of the factory system on consumers.</p> <p>Explain how the factory system negatively affected workers and the environment.</p> <p>Identify the characteristics of the factory system.</p>
	Effects of Industrialization	<p>Analyze the effects of population growth on cities and their residents.</p> <p>Describe the reasons for the rise of immigration in the Industrial Era.</p> <p>Explain why urbanization occurred during the Industrial Era.</p>
	Capitalism	<p>Analyze Adam Smith's description of the characteristics of capitalism.</p> <p>Describe the fundamental characteristics of capitalism.</p> <p>Explain how capitalism replaced the system of mercantilism.</p>

Unit	Lesson	Lesson Objectives
		<p>Socialism and Communism</p> <ul style="list-style-type: none"> Analyze the fundamental principles of socialism. Describe the utopian socialist theories of Robert Owen. Explain how Karl Marx and Friedrich Engels developed the theory of communism. <p>Writing Workshop: An Argumentative Essay about Economic Systems</p> <ul style="list-style-type: none"> Construct an argumentative essay that supports a specific claim or idea. Organize reasons and evidence to form a clear and coherent argument. Revise, edit, and rewrite for ideas, organization, and voice. <p>Labor Reform</p> <ul style="list-style-type: none"> Describe ways reformers tried to improve working conditions. Explain how industrialization led to democratic reforms. <p>Slavery and Abolition</p> <ul style="list-style-type: none"> Describe how slavery was abolished in Britain and the United States. Describe the effects of the growth of the Transatlantic slave trade. Explain how the institution of slavery changed over time.
		<p>The New Imperialism</p> <p>The New Imperialism</p> <ul style="list-style-type: none"> Compare and contrast styles of imperial rule. Examine the effects of imperialism on colonized nations. Explain the economic, political, and cultural factors leading to the new imperialism. <p>India under British Rule</p> <ul style="list-style-type: none"> Describe the effects of British Imperialism on the population of India. Explain how the East India Company colonized and ruled territory in India. Explain the causes and effects of the creation of the British Raj. <p>Imperialism in East Asia</p> <ul style="list-style-type: none"> Analyze the reasons for the fall of the Chinese imperial government. Explain how European powers increased their influence in China. Identify the causes and effects of the Opium Wars. <p>The Rise of Modern Japan</p> <ul style="list-style-type: none"> Analyze the shift of Japan from isolation to an imperialistic nation. Explain how Japan was able to win the Sino-Japanese and Russo-Japanese Wars Explain how the Meiji restoration transformed Japan. <p>Imperialism in Africa</p> <ul style="list-style-type: none"> Describe how Europeans took control of Africa through colonization. Describe the motivations for imperialism in Africa. Explain the political, social, and economic effects of imperialism. <p>American Imperialism</p> <ul style="list-style-type: none"> Analyze the effects of American intervention on other regions and cultures. Explain the reasons for the United States' global expansion in the 1800s and 1900s.

Unit	Lesson	Lesson Objectives
World War I		
	Europe on the Eve of War	<p>Analyze the effects of growing militarism in Europe.</p> <p>Describe the effects of rising nationalism and ethnic conflict in Eastern Europe.</p> <p>Explain political and economic conflicts between imperial powers.</p>
	World War I Begins	<p>Analyze the events that finally led to the declaration of war.</p> <p>Describe the military and political alliances created between European powers.</p>
	The Great War	<p>Analyze the reasons for the development of a stalemate on the Western Front.</p> <p>Describe the initial fronts and sites of conflict at the beginning of the war.</p> <p>Examine the effects of new weapons on the war.</p>
	Russian and American Involvement in the War	<p>Analyze the reasons for American neutrality at the beginning of the war.</p> <p>Explain the effects of the Russian Revolution on the course of the war.</p> <p>Identify the events that served as a catalyst for American involvement in World War I.</p>
	Total War	<p>Examine the efforts made by governments to involve civilians in a total war effort.</p> <p>Interpret examples of propaganda used to encourage civilian participation during the war.</p>
	The War Ends	<p>Analyze the war's economic and human impact.</p> <p>Describe the battles and events that led to the signing of an armistice in 1918.</p>
Effects of World War I		
	Plans for Peace	<p>Compare and contrast the positions of the United States, France, and Britain at the peace conference.</p> <p>Describe the provisions of Wilson's Fourteen Points</p>
	The Treaty of Versailles	<p>Describe how the Treaty affected Germany.</p> <p>Explain the provisions of the Treaty of Versailles.</p>
	The League of Nations	<p>Analyze the reasons why the League failed.</p> <p>Explain how the League was formed.</p> <p>Identify the achievements of the League.</p>
	Cultural and Intellectual Trends	<p>Describe new scientific advancements of the early 1900s.</p> <p>Explain how World War I influenced literature.</p> <p>Identify social and cultural changes that occurred in the early 1900s.</p>
	Global Economic Crisis	<p>Analyze the global effects of the Great Depression.</p> <p>Explain how countries around the world responded to the Great Depression.</p> <p>Identify the economic changes that occurred in the United States and Europe after World War I.</p>

Unit	Lesson	Lesson Objectives
Totalitarianism		
	Totalitarianism	Analyze the factors that contribute to the rise of totalitarian governments. Describe the characteristics of totalitarian governments.
	Russian Revolution	Explain the causes and effects of the Russian Revolution. Identify the problems Russia faced under the rule of the tsars.
	Russia after the Revolution	Analyze how Russia changed under the leadership of Lenin. Describe how Stalin came to power.
	Stalin and the Soviet Union	Describe the characteristics and effects of Stalin's police state. Explain the effects of Stalin's plan for modernization in industry and agriculture. Identify changes to society under Stalin's rule.
	Fascism and Military Rule	Describe the effects of the rise of Mussolini's fascist government in Italy. Describe the effects of the Spanish Civil War and the rise of Franco's government. Explain the effects of Japan's shift to military rule.
	Nazi Germany	Describe the effects of Nazi rule on the people of Germany. Explain the economic problems facing the Weimar Republic. Trace how Hitler and the Nazi Party came to power.
World War II		
	Appeasement	Analyze the foreign policies of other countries in response to German aggression. Describe German expansion and aggression during the 1930s.
	WWII Begins	Describe the events surrounding Hitler's invasion of Russia. Explain Hitler's strategy for fighting France and Britain. Identify how German aggression led to war in Europe.
	The War in Europe	Analyze the events of the North African Campaign and the invasion of Italy. Examine the significance of the Battle of Stalingrad. Identify the Allies' strategy in Europe.
	Japan in the Pacific	Analyze the US response to Japan's continued aggression and expansion. Explain how Pearl Harbor resulted in US entry to WWII. Identify the significance of the Battles of the Coral Sea and Midway.
	Victory in Europe	Compare the results of Allied conferences with the goals of the participants. Identify the battles and events that led to the end of the war in Europe.

Unit	Lesson	Lesson Objectives
	Victory in the Pacific	<p>Analyze the strategies used by the Allies to bring a final end to the war in 1945.</p> <p>Examine the effects of the Allies' island-hopping efforts in the Pacific.</p> <p>Identify the importance of the Guadalcanal campaign.</p>
	Anti-Semitism	<p>Explain how anti-Semitic laws affected Jews and others in Nazi Germany.</p> <p>Identify the global response to German anti-Semitism.</p>
	The Holocaust	<p>Analyze how the Nazis committed genocide.</p> <p>Examine the events surrounding the Holocaust.</p> <p>Identify ways that Jews resisted Nazi persecution.</p>
The Post-War World		
	War Crimes	<p>Analyze how international courts prosecuted German war criminals following World War II.</p> <p>Explain the effects of accords and agreements that protect human rights.</p> <p>Identify the goals behind the organization of the United Nations.</p>
	Israel	<p>Describe the conflicts after Israel's establishment.</p> <p>Describe the history of Israel and Palestine.</p> <p>Identify how the nation of Israel was founded.</p>
	Start of the Cold War in Europe	<p>Analyze how the ideological differences between the United States and USSR led to a Cold War.</p> <p>Examine how the United States created programs and plans to establish containment.</p> <p>Identify the divisions that were created in Europe after World War II.</p>
	Reconstruction in Japan	<p>Describe the lasting effects of US occupation in Japan.</p> <p>Examine how the United States reformed the Japanese government.</p> <p>Identify how the United States restructured the Japanese economy.</p>
	The Cold War Escalates	<p>Analyze the reasons for the creation of NATO and the Warsaw Pact.</p> <p>Examine the causes and effects of the arms race.</p> <p>Identify the reasons for growing tensions in Berlin.</p>
	Communism in China	<p>Describe the causes and effects of China's civil war.</p> <p>Explain how the People's Republic of China was created.</p> <p>Explain the causes of the 1911 revolution in China.</p>
	China under Mao	<p>Describe how Mao Zedong tried to modernize China through the Five-Year Plan and the Great Leap Forward.</p> <p>Identify the effects of the Cultural Revolution.</p>

Unit	Lesson	Lesson Objectives
The Cold War		
	Korea	<p>Analyze the effects of the Korean War on the relationship between the Koreas and other participants.</p> <p>Describe the causes of the Korean War.</p>
	Vietnam	<p>Analyze the effects of the end of the war.</p> <p>Describe the causes of the Vietnam War.</p> <p>Explain why the United States escalated its involvement in the war.</p>
	Khrushchev and the Cold War	<p>Analyze the causes and effects of revolutions in Eastern Europe in the 1950s and 1960s.</p> <p>Describe the successes and failures of Khrushchev's social, political, and economic reforms.</p>
	China in the Modern World	<p>Analyze changes in China's cultural policies.</p> <p>Describe the reforms established by Deng Xiaoping.</p> <p>Explain the effects of reforms on China's politics and economy.</p>
	Collapse of Communism	<p>Describe how eastern Europe began to shift from communist forms of government.</p> <p>Explain the effects of the breakup of Yugoslavia.</p> <p>Explain the effects of the reunification of Germany.</p>
	The Fall of the USSR	<p>Describe Gorbachev's reforms and their effects.</p> <p>Examine the effects of the end of the Soviet era.</p> <p>Trace the events that led to the breakup of the Soviet Union.</p>
Nation Building in the Modern World		
	Legacy of Imperialism	<p>Explain the decolonization strategies used by colonial powers.</p> <p>Identify challenges facing former colonies after gaining independence.</p> <p>Identify reasons for decolonization after World War II.</p>
	Indian Independence	<p>Compare and contrast views on the partition of India.</p> <p>Explain Gandhi's strategy for winning independence.</p> <p>Identify the challenges facing India following independence.</p>
	Decolonization in Africa	<p>Evaluate the formation of new governments.</p> <p>Identify the challenges of decolonization in Africa.</p> <p>Identify the motives of African colonies' fight for independence.</p>
	Nationalism in the Middle East	<p>Analyze how fundamentalism and the Arab Spring have affected the region.</p> <p>Describe the events surrounding the Iranian Revolution.</p> <p>Explain the effects of the growth of Arab nationalism.</p>

Unit	Lesson	Lesson Objectives
		<p>The Middle East: Arab-Israeli Conflict</p> <ul style="list-style-type: none"> Describe the challenges facing the peace process. Explain how the Palestinians tried to achieve their goals. Identify the causes and effects of the Six-Day and Yom Kippur Wars. <p>Writing Workshop: Who are the Most Influential People in History?</p> <ul style="list-style-type: none"> Create an outline in response to an informative essay prompt. Edit and rewrite for word choice and sentence fluency. Revise for the writing traits of ideas and organization. Write a draft of an informative essay about an important historical figure.
Challenges of the Modern World		
		<p>Economic Globalization</p> <ul style="list-style-type: none"> Analyze the effects of the rise of international economic organizations. Explain how globalization creates new opportunities for businesses and corporations. Identify the impact of globalization on the challenges faced by developed and developing nations. <p>Development</p> <ul style="list-style-type: none"> Analyze challenges to social and economic development. Analyze data that can be used to measure standard of living. Identify the ways the Human Development Index can be used to rate development. <p>Impact of Science and Technology</p> <ul style="list-style-type: none"> Analyze the impact of mass communication and medical technology on the global world. Examine the increasing influence of renewable energy sources. Identify how the space race has changed since the Cold War. <p>Poverty and Disease</p> <ul style="list-style-type: none"> Examine causes and effects of poverty. Examine how the international community is working to combat poverty and disease. Identify the causes and effects of endemic and epidemic diseases. <p>Cultural Challenges</p> <ul style="list-style-type: none"> Analyze the effects of the spread of Western culture on other cultures. Describe the effect of modern technology on cultural diffusion. <p>Environmental Issues</p> <ul style="list-style-type: none"> Analyze ways the international community is working together to solve environmental problems. Explain how globalization can contribute to environmental problems. Identify common environmental problems caused by human activity.

Unit	Topic	Lesson	Lesson Objectives
Introduction to Civics			
Introduction to Civics			
What Is Civics?			
Define civics			
Describe the nature of civics			
Summarize reasons why civics is important			
Methods Used to Study Civics			
Explain the study of demographics			
Identify the reasons for taking a census			
Study the history of census taking			
Summarize the purposes for understanding population changes			
Civics in the United States Today			
Explain the relationship between civics and citizenship			
Summarize current issues facing Americans in civics, government, and economics			
Trace the evolution of civics through history			
Social Studies Skills			
Character Building			
Examine situations and determine which character traits are being displayed			
Explain the characteristics that represent good character			
Identify differences between personality and character			
Identify ways to model good character			
Making Informed Decisions			
Define an informed decision and explain the importance of making such decisions			
Explain the use of a decision-making chart in guiding a decision			
Identify and evaluate sources of information			
Make an informed decision on a given topic			
Using the Internet as a Research Tool			
Distinguish relevant from irrelevant information			
Evaluate the credibility of information on web sites			
Identify strategies for locating information on a given topic			
Political Cartoons			
Analyze the main ideas of specific political cartoons			
Differentiate political cartoons from other types of cartoons			
Discuss the purpose of political cartoons and how they are used			

Unit	Topic	Lesson	Lesson Objectives
			<p>Multiple Perspectives</p> <ul style="list-style-type: none"> Compare and contrast stated positions on an issue Define perspective Investigate situations in which there were multiple perspectives about the same event
			<p>Government Types</p> <p>What Is a Nation?</p> <ul style="list-style-type: none"> Describe the fluid nature of national boundaries Identify the characteristics of a nation-state Summarize the principles of sovereignty and popular sovereignty <p>Functions of Government</p> <ul style="list-style-type: none"> Differentiate limited government from unlimited government Explain the purpose of government Summarize the functions of government systems <p>Types of Government</p> <ul style="list-style-type: none"> Explain key elements of each government type Identify different types of government Identify the difference between rule of law and rule of man
			<p>The United States Constitution</p> <p>Creating the United States Government</p> <p>Government Philosophies</p> <ul style="list-style-type: none"> Compare and contrast political philosophies and ideas about government Explain philosophical concepts connected to the Enlightenment such as separation of powers and natural law Identify major political philosophers and their concepts about government <p>Concepts of Democracy</p> <ul style="list-style-type: none"> Analyze the benefits of a democratic government Describe the difference between a republic and a democracy Identify different types of democracies <p>Governments in the Colonies</p> <ul style="list-style-type: none"> Analyze how early colonial documents influenced American ideals and values Describe the importance of the Magna Carta and English Bill of Rights Identify early colonial government systems and documents Summarize the influence of the Mayflower Compact on the early colonies

Unit	Topic	Lesson	Lesson Objectives
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Revolutionary Documents

- Analyze the strengths and weaknesses of the Articles of Confederation
- Describe the significance of the Declaration of Independence on the creation of the Constitution
- Identify the importance of early state constitutions
- Outline the Articles of Confederation

The US Constitution**Creation of the Constitution**

- Compare and contrast the Virginia Plan and the New Jersey Plan
- Describe important compromises that led to the drafting of the Constitution
- Identify important historical figures who participated in the convention and their contributions
- Outline the goals of the Constitutional Convention

Ratifying the Constitution

- Differentiate the views of Federalists and Anti-Federalists
- Explain why the Bill of Rights was added to the Constitution
- Summarize how the Constitution was ratified

The Preamble

- Identify the six principles in the Preamble
- Interpret the goals outlined in the Preamble
- Investigate examples of how the goals of the Preamble are carried out in the United States today

Structure of the Constitution

- Analyze the system of checks and balances
- Describe the structure of the Constitution
- Explain separation of powers and the functions of each branch of government

Constitution Fundamentals

- Compare elements of the US Constitution to those of other nations
- Describe the principles found in the Constitution that make it unique
- Identify the Constitution as the supreme law of the land

Changes to the Constitution**Amending the Constitution**

- Describe how interpretation has led to changing the meaning of the Constitution
- Explain the process of amending the Constitution
- Identify methods used for interpreting the Constitution

Unit	Topic	Lesson	Lesson Objectives
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The Bill of Rights

- Describe the purpose of the Bill of Rights
- Examine the Bill of Rights in detail
- Explain the First Amendment and how it guarantees personal rights

Amendments 11-27

- Describe the purposes of Amendments 11 - 27
- Explain amendments to the Constitution that extended civil rights and suffrage
- Identify Amendments 11 - 27 that were added to the Constitution
- Summarize adjustments made to the political system through amendments added to the Constitution

Branches of Government

The Legislative Branch

Organization of Congress

- Describe the Senate and House of Representatives
- Distinguish the different types of Congressional Committees
- Identify congressional support services
- Outline the structure of Congress

Powers of Congress

- Distinguish the difference between enumerated and implied powers
- Examine the limitations of congressional powers
- Explain the roles and responsibilities of members of Congress

How a Bill Becomes a Law

- Describe the process of how a bill passes in the House of Representatives
- Explain the process of how a bill passes in the Senate
- Identify the origins of a bill
- Summarize how a bill could become a law after reaching the president.

The Executive Branch

The Presidency

- Analyze the purpose of the State of the Union Address
- Identify the qualifications needed to become president
- Summarize the roles and responsibilities of the president

The Vice President and Succession

- Describe the role of the vice president of the United States
- Examine the process of succession of the presidency as outlined by the 25th Amendment
- Summarize situations in which the 25th Amendment was enacted

Unit	Topic	Lesson	Lesson Objectives
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Presidential Departments and Experts

- Analyze the roles and responsibilities of the members of the presidential Cabinet
- Explain the organization of the Executive Office of the President
- Summarize the duties and responsibilities of the presidential departments

Agencies and Commissions

- Describe the importance of the federal bureaucracy
- Explain the purpose of independent agencies
- Summarize the purpose of regulatory commissions

The Judicial Branch

The Federal Courts

- Describe the structure of the federal court system
- Discuss how federal judges are selected
- Summarize how jurisdiction is determined in the federal courts and its role within the system

The Supreme Court

- Discuss the processes and procedures of the Supreme Court
- Identify the members of the current Supreme Court
- Outline the structure of the Supreme Court
- Summarize how judicial review increased the powers of the Supreme Court

Supreme Court Decisions

- Analyze the outcome of landmark cases and how they changed society
- Describe landmark cases heard by the Supreme Court
- Trace how cases make it to the Supreme Court

Government on the State and Local Level

State Government

National vs. State Government

- Analyze the benefits of a federalist system and supremacy clause
- Describe the relationship between national and state governments
- Differentiate delegated, concurrent, and reserved powers
- Examine the elements of state constitutions
- Identify the principles of the federal system

State Executive Branch

- Describe the structure of the state executive office
- Examine the roles and responsibilities of the state governor
- Summarize the purpose of state executive departments

Unit	Topic	Lesson	Lesson Objectives
			<p>State Legislature</p> <ul style="list-style-type: none"> Analyze state issues and how they are addressed by the state legislature Describe the process of how a bill becomes a state law Outline the structure of the state legislature <p>State Court System</p> <ul style="list-style-type: none"> Describe the different processes of selecting state judges Evaluate the outcome of a state court decision Explain the structure of the state judicial court system Identify different types of state courts and the responsibilities of each
			<p>Local Government</p> <p>County Government</p> <ul style="list-style-type: none"> Describe the structure and function of the county government Examine county issues and how they are addressed by county officials Identify the roles and responsibilities of elected and appointed county officials <p>City Government</p> <ul style="list-style-type: none"> Analyze major city problems and the techniques local city officials use to combat the issues Describe the responsibilities of elected and appointed city officials Differentiate the four types of city governments <p>Town and Village Government</p> <ul style="list-style-type: none"> Describe the function of town meetings Distinguish the difference between towns, townships, and villages Outline the organization of local government Summarize the purpose of special districts <p>Community Concerns</p> <ul style="list-style-type: none"> Describe how local governments try to combat issues facing their communities Evaluate how governments work together to meet the needs of the people Identify the major issues affecting communities today
			<p>Tribal Government</p> <p>Tribal Sovereignty</p> <ul style="list-style-type: none"> Describe Native American government systems prior to the creation of the United States Examine the challenges pertaining to tribal sovereignty and how they are currently being addressed Identify the goals of tribal sovereignty

Unit	Topic	Lesson	Lesson Objectives
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Organization of Tribal Government

- Describe the organization of modern tribal government systems
- Discuss the structure of tribal constitutions
- Evaluate the organization and role of the tribal court system

Tribal Government and the United States

- Analyze the political relationship between the United States and Native American tribes today
- Compare and contrast tribal government and the government of the United States
- Trace the relations and government policies between the United States and Native American tribes throughout history

Funding the Government

Creating a Government Budget

- Compare and contrast how money is allocated at national, state, and local levels
- Examine how the national government prepares a budget
- Identify the major expenditures of national, state, and local governments
- Summarize how state and local governments prepare budgets

Managing the Budget

- Distinguish a budget surplus from a deficit
- Evaluate the policies and regulations created to maintain and account for all public revenue
- Explain the goal of balancing the budget

Sources of Government Revenue

- Critique the methods used by the government to raise revenue in the United States
- Describe the purpose and types of taxes created by the United States government
- Explain how taxation occurs at national, state, and local levels
- Summarize other methods used by the government to increase revenue

The Role of the Citizen

Citizenship

What Is a Citizen?

- Distinguish the difference between legal and illegal aliens
- Examine the process of naturalization
- Explain what it means to be a citizen
- Identify the criteria for American citizenship

The American Citizen

- Describe the diversity of the American population
- Discuss the evolution of immigration throughout American history
- Summarize issues and legislation affecting immigration today

Unit	Topic	Lesson	Lesson Objectives
			<p>Citizen Characteristics</p> <ul style="list-style-type: none"> Analyze how patriotism creates national unity Describe the characteristics of good citizens Identify examples that portray characteristics of good citizens
			<p>The Role of a Citizen</p> <p>Citizen Rights</p> <ul style="list-style-type: none"> Distinguish between a privilege and a right Identify unalienable rights and give examples Outline the limitations on citizen rights Summarize the importance of the First Amendment <p>Extending Civil Rights for All Citizens</p> <ul style="list-style-type: none"> Analyze how these amendments and laws have affected and changed American society Describe the amendments and laws created to combat discrimination Trace historical laws used to discriminate against African Americans, Hispanic Americans, Native Americans, and women in the United States <p>Duties and Responsibilities</p> <ul style="list-style-type: none"> Describe the duties required of United States citizens Differentiate citizen duties and responsibilities Identify the consequences of refusing to uphold one's civic duties Summarize the responsibilities of United States citizens <p>Being an Active Citizen</p> <ul style="list-style-type: none"> Examine examples of how to be an active citizen in society Identify the importance of being an active citizen in society Investigate organizations and programs available to citizens that promote active citizenship
			<p>The Law's Impact on Citizenship</p> <p>Sources of American Law</p> <ul style="list-style-type: none"> Identify the influences other legal systems have had on the creation of American law Summarize types of laws that impact the entire nation Trace the origins and evolution of the law <p>Civil Law vs. Criminal Law</p> <ul style="list-style-type: none"> Differentiate civil law from criminal law Distinguish civil and criminal cases by analyzing different examples Examine types of crime committed in the United States Identify civil issues that could end up in court

Unit	Topic	Lesson	Lesson Objectives
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Court Procedures and Outcomes

- Identify alternative methods of solving civil disputes
- Summarize penalties for someone convicted of a crime
- Trace the proceedings of a civil court lawsuit and a criminal court case

Rights of the Accused

- Describe the purpose of due process
- Identify the rights of the accused found in the Constitution
- Summarize the reasons why rights of the accused exist

Juvenile Courts

- Compare and contrast the juvenile court system to the adult court system
- Examine rights of the juvenile and parents of a juvenile accused of a crime
- Identify juvenile delinquency and the goal of the juvenile court system
- Outline the process of the juvenile court system

Influences on Citizenship

Family and Personal Responsibility

- Analyze the importance of families to society
- Evaluate examples of how people have taken responsibility for themselves and their families
- Explain the importance of accepting personal responsibility for one's actions
- Identify common personal responsibilities and differentiate them from civic responsibilities

Education and the Community

- Distinguish different types of communities
- Identify ways in which schools and communities help young people become better citizens, and how these programs make communities stronger
- Summarize the importance of a good education and the ways in which it benefits citizens and society

Media and Citizenship

- Describe the evolution of media and the changing influence it has had on citizenship
- Evaluate the positive and negative effects of the media on citizenship
- Identify forms of media that influence citizens today

Effective Leading Citizens

Qualities of an Effective Leader

- Evaluate the differences between a positive leader and a dangerous leader
- Explain why it is important to have effective leaders in a democratic society
- List characteristics of effective leaders

Unit	Topic	Lesson	Lesson Objectives
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Effective Leaders in American History

Describe the leadership shown by the Founding Fathers as models of civic virtue

Examine the contributions of political leaders such as Abraham Lincoln, John Marshall, Franklin Roosevelt, and Thurgood Marshall

Summarize the contributions of civil leaders such as Fredrick Douglass, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, and Eleanor Roosevelt

Effective Leaders Today

Analyze techniques today's leaders use to inspire citizens and work towards making America a stronger country

Explain the contribution of these leaders to American society

Identify effective leaders in American society today

Citizens and Career Paths

Career Choices and Influences

Classify different types of jobs in the United States

Describe the importance of work

Examine ways to learn more about careers

Identify talents, interests, and aspirations that influence career choice

Employer and Employee Needs and Wants

Describe what skills and traits employers are looking for in potential employees

Distinguish the difference between a need and a want

Examine the role of education and how it can provide the skills needed in the job market

Explain the needs and wants employees may be looking for in their careers

Impact of Technology on Employment

Describe the education required to succeed in the American job market

Examine the fastest growing jobs in the United States

Identify how computer technology has led to the decline in employment in certain industries

Trace the impact technology has had in the job market

Careers in Government and Economics

Describe careers pertaining to the economy

Examine qualifications needed to pursue careers in the field of government or economics

Investigate careers in the government sector

Unit	Topic	Lesson	Lesson Objectives
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Citizens and the Political Process**Political Parties****History of Political Parties**

- Describe the function of political parties
- Distinguish the different points of view of political parties on important historical issues
- Explain the creation of political parties
- Trace the evolution of the two-party system throughout history

Major Political Parties

- Compare and contrast the platforms of the Democrats and Republicans
- Identify the two major political parties in the United States
- Summarize different points of view of political parties on important contemporary issues

Other Political Parties

- Describe the political platforms of the largest third parties
- Evaluate the impact third parties have on national elections
- Identify third parties found in the United States

Political Party Organizations and Campaigns

- Describe the organization of political parties
- Examine the responsibilities of political parties during campaigns
- Explain the nomination process
- Summarize the process of funding a major political campaign

Getting Involved

- Analyze the impact volunteers have on the political process
- Describe the types of political campaign jobs open to volunteers
- Identify how citizens can participate in the political process

The Political Process**Citizens and Voting**

- Describe obstacles and techniques used to prevent groups of people from voting
- Evaluate the importance of voting
- Identify the qualifications and registration process citizens must adhere to in order to vote

Pursuing the Right to Vote

- Analyze how allowing all citizens the right to vote has affected the United States
- Describe laws passed that allowed all citizens the right to vote
- Explain the women's rights movement that fought for the right to vote
- Identify groups throughout American history that were not allowed to vote

Unit	Topic	Lesson	Lesson Objectives
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Elections and the Electoral College

- Describe the types of elections in the United States
- Differentiate the popular vote from the Electoral College
- Investigate how the Electoral College played a role in the outcome of specific elections
- Summarize how the Electoral College works

Outside Influences

Public Opinion

- Describe influences on public opinion
- Identify methods of measuring public opinion
- Summarize how public opinion influences the government and public policy

Interest Groups

- Evaluate the positive and negative aspects of interest groups
- Explain the role of interest groups and methods they use to influence government
- Identify different types of interest groups
- Summarize the limitations placed on interest groups

Mass Media

- Analyze the impact mass media has on elections
- Describe the different types of mass media in the United States
- Discuss the influence mass media has on shaping public policy and public opinion
- Evaluate the effectiveness of government propaganda

New Technologies

- Discuss how politicians have used technology in recent years to reach the citizens
- Explain the influence these technologies have had in government and politics
- Identify the new technologies used in government
- Predict how politicians may use technology in the future

Economics

Economic Fundamentals

Introduction to Economics

- Explain how limited resources and unlimited wants cause people to make choices
- Explain the study of economics
- Summarize the three economic questions

Unit	Topic	Lesson	Lesson Objectives
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The Economic Way of Thinking

- Apply thinking at the margin to a given decision
- Describe the difference between the cost and the consequence of a decision
- Discuss the concepts of economizing, trade-offs, and thinking at the margin
- Explain what is meant by the opportunity cost of a decision

Factors of Production

- Describe the factors of production
- Discuss the impact of the factors of production on an economy
- Explain the difference between goods and services
- Summarize how governments, businesses, and consumers make choices about goods and services based on the availability of resources

Economic Systems

Economic Systems

- Compare and contrast the different types of economic systems
- Explain what an economic system is
- Identify characteristics of different economic systems
- Trace the circular flow showing how households and firms interact in a market economy

Modern Economies

- Define capitalism
- Explain why the US economy is called a mixed market economy
- Identify characteristics of modern economic systems
- Trace the circular flow of a mixed market economy showing the interaction of households, firms, and government

Adam Smith and the US Economy

- Discuss the ideas behind a laissez-faire government approach to the economy
- Examine Adam Smith's concept of the "invisible hand" of the marketplace
- Explain the importance of specialization, self-interest, competition, and economic freedom in a market economy
- Identify the importance of Adam Smith to the American economic system

Supply and Demand

Supply

- Analyze a supply curve
- Describe the concept of supply
- Discuss factors that affect supply
- Explain what is meant by fixed supply

Unit	Topic	Lesson	Lesson Objectives
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Demand

- Analyze a demand curve
- Describe what is meant by price elasticity of demand
- Explain the concept of demand
- Identify factors that affect demand

Markets and Prices

- Define what is meant by market equilibrium, market-clearing price, and market-clearing quantity
- Discuss how prices provide incentives for both producers and consumers
- Explain how prices are used as signals in a market economy
- Identify how given changes in supply and demand affect market price and market quantity

The Banking System

Money

- Analyze the benefits and risks of using modern currency
- Explain the purpose and benefit of trade
- Identify the functions of money
- Identify the transition from using material goods as money to the form of money used today

Private Financial Institutions

- Discuss the history of US banking
- Examine the similarities and differences between commercial banks, credit unions, savings and loan associations, and finance companies
- Explain what a bank is and how a bank makes a profit

The Federal Reserve

- Analyze how the Federal Reserve System regulates the money supply
- Describe the structure of the Federal Reserve System
- Explain the function of the Federal Reserve System

Credit and Interest

- Compare the advantages and disadvantages of using credit with those of using cash
- Define credit and interest
- Explain the purpose of interest and its role in the repayment of debt
- Explore different types of consumer credit, including credit cards

Personal Finances

- Describe the purpose and methods of saving and how financial institutions encourage saving
- Discuss the purpose of investing, types of investments, and how risk and return affect investment choices
- Examine the process of creating a personal budget
- Explain compound interest

Unit	Topic	Lesson	Lesson Objectives
Business Economics			
Business Types and Entrepreneurs			
Differentiate corporations operating for profit and those that are nonprofit			
Discuss the risks and rewards of entrepreneurship			
Investigate the three major types of business organizations			
US Stock Markets			
Describe the connection between corporations and stock			
Discuss the role of the Securities and Exchange Commission in the US stock market			
Examine stocks as an investment			
Explain how stocks are traded			
Labor Unions			
Describe the collective bargaining process			
Discuss the development of US labor unions			
Explain the function and structure of labor unions			
Summarize the gains made by labor unions and the role of labor unions today			
Government and Economics			
Measuring the Economy			
Analyze how the inflation rate is determined			
Describe the relationship between the GDP and the business cycle			
Explain how the unemployment rate is determined			
Identify gross domestic product			
Government and the Economy			
Describe techniques used by the government to promote and regulate competition			
Examine potential difficulties implementing fiscal policy			
Explain the national budget process, comparing it to personal budgeting			
Summarize the government's role in economic expansion and recovery, including taxing, spending, and borrowing			
Public Goods and Services			
Explain externalities			
Differentiate public goods from private goods			
Discuss the reason public goods and services are necessary			
Identify examples of public goods and services provided by the government			

Unit	Topic	Lesson	Lesson Objectives
			<p>Consumer and Property Rights</p> <ul style="list-style-type: none"> Analyze the Consumer Bill of Rights (1962) Discuss the significance of government agencies that protect consumer rights Explain the importance of secure property rights to the economic well-being of individual citizens and the nation Identify the role of the government in securing legitimate property rights, including intellectual property rights
			<p>Global Government and Economics</p> <p>Global Economics</p> <p>Global Economics and Development</p> <ul style="list-style-type: none"> Compare the characteristics of developed economies with those of developing and underdeveloped economies Differentiate between developed, developing, and underdeveloped countries Evaluate the standard of living in various countries by using GDP per capita Explain the relationship between economics and development <p>Changing Economies</p> <ul style="list-style-type: none"> Analyze the benefits and risks of changing economic systems Describe the economic systems found around the world and identify countries utilizing these systems Discuss the reasons some countries are changing their economic systems Trace the development of the Chinese economy from a command to a mixed economy <p>International Trade</p> <ul style="list-style-type: none"> Describe the reasons why nations trade with each other Discuss the costs and benefits of free trade agreements Explain the function of trade barriers Summarize the function of the exchange rate and how it affects the trade of goods and services <p>International Interdependence</p> <ul style="list-style-type: none"> Discuss the role of technology and how it has impacted trade and communication Evaluate the pros and cons of globalization Explain the role of resources on economic interdependence
			<p>Global Politics and the United States</p> <p>United States Foreign Relations</p> <ul style="list-style-type: none"> Analyze the purpose and effectiveness of foreign aid Describe the government's role in terms of foreign relations Identify organizations created to promote positive foreign relations

Unit	Topic	Lesson	Lesson Objectives
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United States Foreign Policies

- Describe the purpose of foreign policy
- Distinguish foreign policy from domestic policy
- Trace the evolution of foreign policy conducted by the United States

The United Nations

- Analyze the role of the United Nations today
- Describe the structure of the United Nations
- Explain the origins of the United Nations

Global Challenges

- Describe the purpose of Universal Human Rights
- Evaluate the steps the United States is taking to combat global challenges
- Identify challenges facing the world today

Unit	Topic	Lesson	Lesson Objectives
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Understanding the History of the United States (Beginnings to 1620)

Geography, History, and the Social Sciences (Prehistory-Present)

Thinking Geographically

Describe how maps are made and used.

Discuss how geography influenced population trends in United States history.

Explain how the five themes of geography help define the connections between geography and history.

Lands and Climates of the United States

Describe how climates vary across the United States.

Explain how rivers and lakes affect American life.

Identify the main physical regions of the United States.

The Tools of History

Discuss how archaeologists add to our knowledge of history.

Explain how historians evaluate and interpret historical evidence.

Explain what we can learn about history by understanding chronology and eras.

The Relationship Between Economics and Social Sciences

Discuss the benefits of free enterprise.

Explain how the social sciences support the study of history.

Identify the basic questions economists ask about society.

Early American Cultures (Prehistory-1492)

Early Peoples

Cite the discovery that changed the lives of the early Native Americans.

Understand how the first people arrived in the Americas.

Cities and Empires

Describe why powerful empires arose in the Americas.

Investigate how the people of each empire adapted to their environment.

North-American Peoples

Examine how different Native American groups adapted to their environments.

Explore what early people lived in North America.

Before European Colonization (Prehistory-1600)

Asian and Africans Trade Networks

Describe how China's overseas trade expanded in the early 1400s.

Explain why trade flourished in the Muslim world.

Identify the trading states that rose in Africa, and describe life in many African cultures.

Unit	Topic	Lesson	Lesson Objectives
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Tradition and Change in Europe

- Define Jewish and Christian traditions that influenced European civilizations.
- Describe how ancient Greek and Roman traditions affected later Europeans.
- Describe how Renaissance was a time of expanding horizons.
- List the ways in which the Crusades and the growth of trade changed Europe in the Middle Ages.

New Empires in the Americas (1450-1750)

Early Voyages of Exploration

- Describe how Europeans reacted to Columbus's voyages.
- Examine ways that the Portuguese sought direct trade with Asia.
- Explain why Christopher Columbus made his voyage across the Atlantic Ocean.

Europe Looks to the Americas

- Determine where the Portuguese explored and describe the outcomes of their voyages.
- Explain how the Columbian Exchange affected the world.
- Identify who explored for Spain after Columbus did and examine the explorers' results.

Spain Builds an Empire

- Describe what life was like for Native Americans under Spanish rule.
- Discuss how conquistadors defeated two Indian empires.
- Explain how Spain settled its colonies.
- Name the areas the Spanish explored.

Colonizing North America

- Describe how a rivalry developed between New France and New Netherland.
- Discuss how the Protestant Reformation affected rivalries among European nations.
- Explain why England, France, and the Netherlands sought a northwest passage to Asia.

Colonization and Settlement (1585-1763)

The Thirteen Colonies (1630-1750)

Seeking Religious Freedom

- Describe how European states controlled or regulated religion.
- Discuss how the pilgrims were able to survive early hardships.
- Explain why the colonists at Plymouth wanted the Mayflower Compact.

Building the Jamestown Colony

- Describe how Virginia began a tradition of representative government.
- Identify challenges faced by the first English colonies in North America.
- Name the groups of people who made up the new arrivals in Virginia after 1619.

Unit	Topic	Lesson	Lesson Objectives
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The New England Colonies

- Discuss why the Puritans decided to leave England.
- Discuss why towns and villages were important in New England life.
- Explain why the Puritans and Native Americans were at war.
- Identify problems in the Massachusetts colony that caused people to leave.

Middle Colonies

- Explain why the Middle Colonies had the most diverse populations in colonial America.
- Identify America's first town planner.

Southern Colonies

- Compare and contrast France's colony in North America with the English colonies.
- Understand why the Southern Colonies were established.

Colonial Life (1630-1770)

Forms of Government

- Analyze how the English Bill of Rights influenced colonists.
- Describe how representative government developed in the colonies.
- Evaluate how the dominion of New England affected the New England colonies.
- Explain how the colonists influenced the rulings of colonial courts.

The Growth of Trade

- Analyze why the colonies participated in the slave trade.
- Describe the types of trade that took place in the colonies during the 1700s.
- Evaluate the effects the Navigation Acts had on colonial economies.

The Colonial Economy

- Describe how the middle colonies combined economic aspects of the southern and New England colonies.
- Explain why enslaved Africans were the main workforce in the southern colonies.
- Identify how New England's economic activities were different from those of the southern colonies.

The Great Awakening

- Analyze the message of the Great Awakening.
- Describe how the Great Awakening changed colonial religious organizations and leaders.
- Explain how the Great Awakening changed colonial society.

The Culture

- Analyze contributions that were made to American culture in the 1700s.
- Describe education during colonial times.
- Explain how both the Scientific Revolution and the Enlightenment reflected new ways of thinking.
- Identify Benjamin Franklin's key achievements.

Unit	Topic	Lesson	Lesson Objectives
Conflicts in the Colonies (1675-1774)			
France and Britain Clash			
Explain how wars in Europe spread to the American colonies.			
Understand the purpose of the Albany plan of Union.			
The French and Indian War			
Describe how Chief Pontiac united his people to fight for their land.			
Explain how British fortunes improved after William Pitt took over direction of the war.			
Taxation Without Representation			
Describe why the British had problems in North America after the French and Indian War.			
Explain how the colonist responded to unpopular British laws.			
Building Colonial Unity			
Explain how Britain tried to maintain its control over the colonies.			
Identify the causes of the Boston Massacre.			
Revolution and the New Nation (1754-1820s)			
The American Revolution (1775-1783)			
A Call to Arms			
Describe the early skirmishes of the American Revolution.			
Identify the events that took place at the Continental Congress.			
The Colonies Declare Independence			
Discuss the impact of Common Sense.			
Explain the main ideas of the Declaration of Independence.			
List the steps congress took to declare independence.			
Struggles in the Middle States			
Describe the hardships the Continental Army suffered at Valley Forge.			
Explain how the Battle of Saratoga marked a turning point in the war.			
List the battles fought in New York and New Jersey.			
Fighting for Liberty on Many Fronts			
Discuss the role of women in the war.			
Explain how the war was fought on the frontier and at sea.			
List the choices African Americans had.			

Unit	Topic	Lesson	Lesson Objectives
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Winning the War in the South

- Describe why Americans won the war.
- Discuss how the Americans and French defeated the British at Yorktown.
- Explain why Britain decided to start fighting in the South.
- List the terms of the Treaty of Paris.

Forming a Government (1777-1791)

The Articles of Confederation

- Describe the ideas and documents that shaped American beliefs about government.
- Evaluate how state constitutions contributed to the development of representative government.
- Explain what the northwest ordinance accomplished.
- List the powers held by the central government under the Articles of Confederation.

Problems in the New Nation

- Analyze the causes and consequences of Shay's Rebellion.
- Describe how other nations treated the U.S. government.
- Examine the economic problems that arose under the Articles of Confederation.

The Constitutional Convention

- Describe the compromises the delegates had to reach before the Constitution could be signed.
- Explain the main differences between the two rival plans for the new Constitution.
- Identify the leading delegates to the Constitutional Convention.

Ideas Behind the Constitution

- Explain how Enlightenment ideas shaped the development of the Constitution.
- Explain what American leaders learned from studying ancient Rome.
- Identify the traditions of freedom that Americans inherited from Great Britain and from their own colonial past.

Ratification of the Constitution

- Describe when and how the Constitution was ratified.
- Examine the Federalist Papers' arguments for the Constitution.
- Explain why some people were against the new Constitution.
- Identify the reasons some people wanted a bill of rights, and explain how it was added to the Constitution.

Government, Citizenship, and the Constitution (1787-1800)

Goals and Principles of the Constitution

- Explain how the Preamble defines the basic goals of the Constitution.
- Identify the framework of government established by the Constitution.
- Name the seven basic principles of American government.

Unit	Topic	Lesson	Lesson Objectives
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How the Federal Government Works

- Describe how the judicial branch is organized.
- Explain how each branch of the government can check the powers of the other two.
- Identify the roles the President fills as head of the executive branch.
- List the powers of the legislative branch.

Changing the Constitution

- Describe how to amend the Constitution.
- Explain how later amendments expanded democratic rights.
- Name the rights that the Bill of Rights protects.

State and Local Governments

- Describe how local governments affect our daily lives.
- Discuss the services that state governments provide.
- Explain how state constitutions are similar to and different from the national Constitution.

Rights and Responsibilities of Citizenship

- Describe responsibilities of citizenship.
- Discuss how Americans can develop democratic values.
- Explain what makes a person a citizen of the United States.

A New Nation (1789-1800)

The First President

- Describe what actions were taken to launch the new government.
- Explain how Hamilton proposed to strengthen the economy.

Early Challenges

- Examine how the United States tried to stay out of European conflicts.
- Understand how the federal government asserted its power in the West.

Political Parties Emerge

- Contrast the views of Hamilton and Jefferson.
- Describe how the election of 1796 increased political tensions.
- Discuss why political parties developed.
- Explain why many Americans distrusted the idea of political parties.

The Second President

- Describe how the Alien and Sedition acts raised the issue of the rights of states.
- Discuss how John Adams handled the conflict with France.
- Discuss the role congress played in the election of 1800.
- Explain why the Federalist party split.

Unit	Topic	Lesson	Lesson Objectives
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Expansion and Reform (1801-1861)

The Jeffersonian Era (1800-1816)

The Republicans Take Power

- Discuss how the election of 1800 was resolved.
- Explain how the Supreme Court was strengthened.

The Louisiana Purchase

- Discuss how the United States expanded in the early 1800s.
- Review the expeditions of explorers such as Lewis and Clark.

A Time of Conflict

- Discuss why the War Hawks wanted to go to war.
- Explain why Tecumseh built a Native American confederacy.

The War of 1812

- Describe how the British seized and set fire to Washington, D.C.
- Explain why Andrew Jackson fought a battle after the war was over.

The Nation Grows and Prospers (1790-1825)

The Industrial Revolution

- Describe daily life in early factories.
- Discuss the impact the Industrial Revolution had on American cities.
- Explain why Lowell, Massachusetts, was called a model factory town.
- Identify the Industrial Revolution, and explain its effects on the United States.

Americans Move Westward

- Describe how settlers traveled west.
- Explain how steamboats and canals improved transportation for Americans.
- List the steps Americans took to improve their roads.

Unity and Division

- Describe Henry Clay's American System.
- Discuss the role played by sectionalism during the Era of Good Feelings.
- Explain how Congress helped American industry after the War of 1812.
- Explain how the Supreme Court gave more power to the federal government.

New Nations in the Americas

- Describe how the United States gained Florida from Spain.
- Discuss the purpose of the Monroe Doctrine.
- Explain how the Latin American nations won independence and became republics.

Unit	Topic	Lesson	Lesson Objectives
The Jacksonian Era (1824-1845)			
Jacksonian Democracy			
Explain why the nation's sixth president was chosen by the House of Representatives.			
Identify the changes President Jackson brought to the American political system.			
Indian Removal			
Describe how American Indians were affected by the removal from their lands.			
Examine how American Indians such as the Cherokee resisted removal.			
Explain why the federal and state governments began an American Indian removal policy.			
Jackson and the Bank			
Examine the reasons why Jackson wanted to destroy the Bank of the United States.			
Understand why the Whigs came to power in 1840.			
American Culture			
Describe the focus of the Hudson River school.			
Examine the favorite writers of the early 1800s and what they wrote about.			
The North and the South (1790-1860)			
The North's Economy			
Explain how new kinds of transportation and communication spurred economic growth.			
Understand how advances in technology shaped the economy of the North.			
The North's People			
Compare and contrast how immigration affected American economic, political, and cultural life.			
Summarize how working conditions in industries changed.			
Southern Cotton Kingdom			
Determine why the economy of the South relied on agriculture.			
Explore how settlement expanded in the South.			
The South's People			
Describe what life was like on Southern plantations.			
Understand how enslaved workers maintained strong family and cultural ties.			
The Age of Reform and the American Renaissance (1820-1860)			
America's Spiritual Awakening			
Describe the transcendentalists' views of American society.			
Examine how religion affected Americans during the Second Great Awakening.			
Identify some ideas of the romantic movement.			

Unit	Topic	Lesson	Lesson Objectives
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Immigrants and Cities

- Describe what caused U.S. cities to grow, and analyze the benefits and problems this growth created.
- Discuss some Americans' reactions to immigrants.
- Explain why so many Irish and German immigrants came to the United States in the 1840s and 1850s.

Reforming Society

- Analyze how reformers improved prisons in the early and mid-1800s.
- Determine how Americans' educational opportunities changed during the early and mid-1800s.
- Examine why reformers started the temperance movement.

The Work of the Abolitionists

- Explain why some Americans became abolitionists.
- Identify ways that abolitionist spread the movement's message.
- Investigate why some Americans opposed abolition.

Women's Rights

- Analyze the purpose and significance of the Seneca Falls Convention.
- Explain the effect that the abolitionist movement had on the women's rights movement.
- Identify some of the goals of the women's rights movement.

Westward Expansion (1820-1860)

Oregon Country

- Describe how mountain men helped explore lands in the Far West.
- Describe the role missionaries played in the settlement of Oregon.
- Discuss the hardships settlers faced on wagon trains to the West.
- Explain why settlers and trappers were attracted to Oregon and the Far West.

The Republic of Texas

- Describe how the siege of the Alamo became a rallying cry for Texans.
- Discuss why American settlers in Texas came into conflict with Mexico.
- Explain how Texas gained independence.
- Identify Lone Star Republic challenges.

California and the Southwest

- Describe life for Native Americans on California's missions and ranches.
- Explain why Americans took an interest in the New Mexico Territory.
- Explain why many Americans supported the idea of westward expansion.

Unit	Topic	Lesson	Lesson Objectives
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The Mexican War

- Describe how a mix of cultures shaped California and the Southwest.
- Discuss the causes and results of the United States war with Mexico.
- Explain how the United States gained Oregon and Texas.
- Name the new lands the United States acquired as a result of the Mexican War.

Americans Rush West

- Describe how the gold rush affected life in California.
- Discuss why California developed such a diverse population.
- Explain why the Mormons moved to Utah.

Civil War and Reconstruction (1850-1877)

Road to Civil War (1820-1861)

Slavery and the West

- Describe how the debate over slavery was related to the admission of new states.
- Understand what the compromise of 1850 accomplished.

A Nation Dividing

- Describe how popular sovereignty led to violence.
- Explain how the Fugitive Slave Act and the Kansas-Nebraska Act further divided the North and South.

Challenges to Slavery

- Describe how the Dred Scott decision, the Lincoln-Douglas debates, and John Brown's raid affected Americans.
- Understand why the Republican Party was formed.

Secession and War

- Explain how the 1860 election led to the breakup of the Union.
- Understand why secession led to the Civil War.

The Civil War (1861-1865)

The Two Sides

- Compare Northern and Southern populations, industries, resources, and wars aims.
- Explain why the border states played an important part in the war.

Early Years of the War

- Explain how the North naval blockade hurt the South.
- Identify Northern and Southern successes and failures in the early years of the war.

A Call for Freedom

- Describe why Lincoln issued the Emancipation Proclamation.
- Understand the role that African Americans played in the Civil War.

Unit	Topic	Lesson	Lesson Objectives
			<p>Life During the Civil War</p> <ul style="list-style-type: none"> Compare how the war affected the economies of the North and the South. Describe what life was like for soldiers during the Civil War. Identify the role that women played in the war. <p>The Way to Victory</p> <ul style="list-style-type: none"> Cite the events that led to the South's surrender in 1865. Identify the battles that turned the tide of the war in 1863.
			<p>Reconstruction (1865-1896)</p> <p>Rebuilding the South</p> <ul style="list-style-type: none"> Analyze the effect that the end the Civil War had on African Americans in the South. Contrast the views of Abraham Lincoln, Congress, and Andrew Johnson on Reconstruction. <p>The Fight over Reconstruction</p> <ul style="list-style-type: none"> Analyze the reasons that Radical Republicans tried to impeach President Johnson. Describe Republicans' efforts to protect the civil rights of African Americans. Explain how Black Codes restricted African Americans' freedoms. <p>Reconstruction in the South</p> <ul style="list-style-type: none"> Analyze the factors that led to the end of Reconstruction. Describe the reforms Reconstruction governments carried out. Examine how southern laws and governments changed after Reconstruction ended. <p>Change in the South</p> <ul style="list-style-type: none"> Cite the changes that occurred in the South during the last years of Reconstruction. Describe how African Americans were denied their rights.
			<p>The Development of the Industrial United States (1870-1900)</p> <p>The Western Frontier (1850-1914)</p> <p>Indian Peoples of the Great Plains</p> <ul style="list-style-type: none"> Describe the life of the Plains Indians. Discuss how the roles of men and women differed in the Plains Indian society. Explain why the Plains Indians followed herds of buffalo. <p>Mining and Railroading</p> <ul style="list-style-type: none"> Discuss how the boom in gold and silver changed the West. Explain how railroads helped the West develop. Identify problems that arose on the mining frontier.

Unit	Topic	Lesson	Lesson Objectives
			<p>The Cattle Kingdom</p> <ul style="list-style-type: none"> Describe the Cattle Kingdom. Discuss the life of a cowhand. Explain why cow towns were important during the cattle boom. <p>Indian Peoples in Retreat</p> <ul style="list-style-type: none"> Describe the promises the government made to Native Americans. Discuss why the Indian way of life ended. Explain why reformers failed. Explain why the buffalo began to disappear. <p>Farming</p> <ul style="list-style-type: none"> Explain why the Populist party was formed. Describe the Oklahoma land rush. Discuss why life was hard for Plains farmers. Explain why farmers and other settlers moved West.
Industrial Growth (1865-1914)			
			<p>Railroads Spur Industry</p> <ul style="list-style-type: none"> Describe how railroad building encouraged the growth of the American economy. Discuss how railroad executives eliminated competition. List factors that led to the construction of a network of railroads after the Civil War. <p>The Rise of Big Business</p> <ul style="list-style-type: none"> Explain how John D. Rockefeller amassed his huge oil holdings. Identify factors that were responsible for the growth of huge steel empires after the Civil War. List the benefits corporations and bankers provided to the growing economy. Summarize the arguments for and against trusts. <p>Inventions Change the Nation</p> <ul style="list-style-type: none"> Describe the changes the automobile and airplane made in American life. Explain how Thomas Edison and other inventors brought new technologies to Americans at work and at home. Identify the new devices that speeded up communications after the Civil War. <p>The Rise of Organized Labor</p> <ul style="list-style-type: none"> Describe the progress and problems that affected women in the workplace during the late 1800s. Discuss why organized labor faced hard times after 1870. Explain how workplace changed led to the rise of labor organizations such as the American Federation of Labor.

Unit	Topic	Lesson	Lesson Objectives
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A New Urban Culture (1865-1914)

New Immigrants in a Promised Land

- Describe the problems faced by the "new immigrants" in adapting to American life.
- Discuss why millions of immigrants decided to make the difficult journey to the United States.
- Explain why some Americans opposed increased immigration.

An Age of Cities

- Describe how settlement house workers and other reformers worked to solve city problems.
- Discuss how city settlement patterns changed.
- Explain why cities experienced a population explosion.

Life in the Changing Cities

- Describe how the building boom affected city life.
- Explain why sports were so popular.
- List the forms of entertainment that city dwellers enjoyed.

A Changing Culture

- Explain how education became more widely available.
- Investigate how Americans spent their leisure time.

Populism

- Examine why farmers wanted changes in the money supply.
- Explain the political and economic goals of the National Grange and the Populist Party.
- Identify the effects industrialization had on farmers and the actions farmers took to bring about changes.

The Progressive Era (1876-1920)

The Gilded Age

- Describe ways that bosses controlled city politics.
- Discuss how scandals affected national politics during the Gilded Age.
- Explain how the appointment of federal officials changed during the late 1800s.

The Progressive Movement

- Describe how progressives changed government.
- Evaluate the roles middle-class reformers and muckrakers played in the progressive movement.
- Explain how progressives addressed the country's social problems.

Reforming the Workplace

- Examine how the courts reacted to labor legislation.
- Identify how labor organized to help improve working conditions.
- Identify laws that progressives wanted to pass to protect workers.

Unit	Topic	Lesson	Lesson Objectives
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Women Win Reforms

Describe how the women's suffrage movement helped bring about the Nineteenth amendment.

Explain why many women supported the campaign against alcohol.

Identify the new opportunities women gained in education and employment.

Other Americans Seek Justice

Discuss how Mexican Americans carved out a place in society.

Explain how prejudice affected Asian Americans.

Identify the struggles African Americans faced during the Progressive Era.

List the losses Native Americans suffered during this era.

The Progressive Presidents

Describe the reforms Woodrow Wilson accomplished during his presidency.

Discuss why progressives turned against President Taft.

Explain the major points of President Roosevelt's progressive policy.

The Emergence of Modern America (1890-1930)

Becoming a World Power (1865-1916)

The United States Gains Overseas Territories

Describe the events that led to the U.S. annexation of Hawaii.

Explain why some people favored expansion over isolationism.

Identify the goal of U.S. foreign policy in Japan and China.

The Spanish-American War

Analyze the effect of the Spanish-American War on the Philippines, Cuba, and Puerto Rico.

Describe what enabled the United States to win the war against Spain.

Explain how the press affected U.S. involvement in the conflict between Spain and Cuba.

The United States and Latin America

Analyze how U.S. involvement in Latin America changed under President Theodore Roosevelt.

Describe how Presidents Taft and Wilson enforced the Monroe Doctrine.

Identify the steps that the United States took to build a canal across Panama.

The United States and Mexico

Analyze President Woodrow Wilson's reasons for intervening the Mexican Revolution.

Discuss reasons for the increase in Mexican immigration to the United States in the early 1900s.

Explain why the Mexican people revolted against their government in 1910.

Unit	Topic	Lesson	Lesson Objectives
World War I (1914-1919)			
War in Europe			
Describe how the early fighting progressed in Europe.			
Understand the factors that led to World War I.			
From Neutrality to War			
Describe how the government prepared for and managed the war effort.			
Discuss how Americans on the home front responded to the war.			
Discuss how President Wilson tried to bring about peace.			
Explain why the United States moved toward war.			
Americans Join the Allies			
Describe what was happening in Europe when the United States entered the war.			
Understand the role American troops played in the fighting.			
The War at Home			
Describe the steps the United States took to organize and prepare for World War I.			
Explain how the war affected Americans.			
Searching for Peace			
Examine the principles Woodrow Wilson proposed as the basis for world peace.			
Explain why many Americans opposed the Treaty of Versailles.			
The Roaring Twenties (1920-1929)			
Politics and Prosperity			
Discuss the role the United States played in world affairs.			
Explain how Coolidge's policies increased prosperity.			
Identify scandals that hurt Republicans in the 1920s.			
New Ways of Life			
Describe Prohibition.			
Explain how the automobile and a new popular culture changed American life.			
Identify the new rights gained by women.			
The Roaring Twenties			
Describe the Harlem Renaissance.			
Explain how a new group of writers and the new jazz music affected American culture.			
Identify the fads and fashions that became popular during the 1920s.			
Identify the heroes were celebrated during the 1920s.			

Unit	Topic	Lesson	Lesson Objectives
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A Nation Divided

- Describe what happened during the election of 1928.
- Discuss what the Scopes trial and the revival of the Klan revealed about society in the 1920s.
- Explain why the Red Scare led Americans to demand limits on immigration.
- Identify the Americans who did not share in the prosperity of the 1920s.

The Great Depression and World War II (1929-1945)

The Great Depression (1929-1941)

The Great Depression

- Describe how Hoover reacted to the Great Depression.
- Examine the causes behind the stock market crash.
- Explain how the Great Depression plunged many Americans into poverty.

Roosevelt's New Deal

- Explore the programs that were created in Roosevelt's first 100 days as president.
- Identify how Roosevelt tried to restore the confidence of the American people.

Life During the Depression

- Explain how the Depression affected minority groups.
- Identify what radical political movements gained influence.

Effects of the New Deal

- Examine how the Second New Deal created new economic and social roles for government.
- Understand why people criticized Roosevelt and the New Deal.

World War II (1935-1945)

The Gathering Storm

- Describe the kind of dictatorship Stalin set up in the Soviet Union.
- Discuss why the United States adopted a policy of isolationism.
- Explain how authoritarian governments came to power in Italy, Germany, and Japan.

World War II Begins

- Describe how aggression led to war in Asia and Europe.
- Discuss why the United States finally entered the war.
- Explain how the United States responded to the outbreak of World War II.

Americans in Wartime

- Describe how Americans mobilized the economy in World War II.
- Discuss the impact the war had on African Americans.
- Explain why Japanese Americans and other groups faced special problems during the war.

Unit	Topic	Lesson	Lesson Objectives
			<p>War in Europe and Africa</p> <ul style="list-style-type: none"> Identify the important battles that took place in North Africa, Italy, and the Soviet Union between 1942 and 1944. Summarize the factors that contributed to the Allied victory in Europe. <p>War in the Pacific</p> <ul style="list-style-type: none"> Describe how the United States planned to gain control of the Pacific region. Explain what role the atomic bomb played in ending the war.
			<p>Postwar United States (1945 to early 1970s)</p> <p>The Cold War Era (1945-1955)</p> <p>Cold War Origins</p> <ul style="list-style-type: none"> Describe how foreign policy changed as a result of the Cold War. Explain how the United States attempted to stop the spread of communism. <p>Postwar Politics</p> <ul style="list-style-type: none"> Discuss how President Truman and Congress proposed to deal with the nation's problems. Review the economic problems Americans faced after World War II. <p>The Korean War</p> <ul style="list-style-type: none"> Cite the events that led to the Korean War. Explain how America's war aims changed during the war. <p>The Red Scare</p> <ul style="list-style-type: none"> Describe how McCarthyism affected the nation. Identify the effects that cold-war fears had on domestic politics.
			<p>America in the 1950s (1953-1960)</p> <p>Eisenhower in the White House</p> <ul style="list-style-type: none"> Describe the beliefs and policies that characterized the Eisenhower presidency. Identify foreign policy challenges that the Eisenhower administration faced. <p>1950s Prosperity</p> <ul style="list-style-type: none"> Describe the effects of the era's prosperity on American society and culture. List the factors that helped the economy grow during the 1950s. <p>Problems in a Time of Plenty</p> <ul style="list-style-type: none"> Explain why some people criticized American values of the period. Identify the groups that did not share in the prosperity of the 1950s.

Unit	Topic	Lesson	Lesson Objectives
The Civil Rights Era (1954-1975)			
The Early Civil Rights Movement			
Describe some of the main events in the struggle for school desegregation.			
Examine the influence that African American veterans of World War II had on the early civil rights movement.			
Explain why the Montgomery bus boycott succeeded.			
The Kennedy Administration			
Describe the foreign-policy approaches Kennedy supported to fight communism.			
Identify the proposals included in Kennedy's New Frontier.			
List the Cold War crises Kennedy faced and explain how he dealt with them.			
The Johnson Administration			
Describe the scientific events and issues that were important in the 1960s.			
Examine the effect that Kennedy's assassination had on the United States.			
Explain how Johnson attempted to help poor Americans.			
The Civil Rights Movement			
Describe the events that led to the passage of the Civil Rights Act of 1964 and the Voting Rights act of 1965.			
Explain how the civil rights movement changed in the late 1960s and early 1970s.			
Identify the changes in southern society that resulted from protest demonstrations.			
Rights for All			
Describe the methods used by members of the American Indian Movement and the disability rights movement.			
Explain what members of the women's movement sought.			
Identify the main successes of the Hispanic rights movement.			
American Society in the 1960s			
Describe the counterculture movement and its members.			
Explain how art and music changed in the 1960s.			
Identify the issues that concerned student protesters during the 1960's.			
The Vietnam War Era (1945-1975)			
Early Conflicts in Vietnam			
Analyze the reasons why the U.S. government supported South Vietnam.			
Describe the events that led to the creation of North and South Vietnam.			
Explain how some South Vietnamese who disliked Diem's government showed their beliefs.			
The Escalation of the War			
Analyze how the Vietnam War affected South Vietnamese civilians and American soldiers.			
Describe how U.S. military leaders tried to defeat the North Vietnamese.			
Explain the action President Johnson took to involve the United States more deeply in the war in Vietnam.			

Unit	Topic	Lesson	Lesson Objectives
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A Divided Nation

Analyze how the Vietnam War affected American politics during her 1968 presidential election.

Describe how the Tet Offensive changed public opinion about the Vietnam War.

Explain how doves protested U.S. involvement in the war.

The War Under Nixon

Describe what the final years of the Vietnam War were like.

Explain the effects of the war on those countries that took part in it.

Explain the policy for Vietnam President Nixon followed when he first took office.

Contemporary United States (1968 To The Present)

Search for Stability (1968-1980)

Nixon's Foreign Policy

Explain how Richard Nixon changed U.S. political relations with the Soviet Union and China.

Identify what actions the United States took regarding the Middle East and Latin America.

Nixon and Watergate

Describe how Nixon struggled with domestic problems.

Understand how the Watergate scandal affected politics.

The Carter Presidency

Cite the actions Carter took to improve the economy.

Explain how President Carter emphasized human rights in foreign policy.

American Society in the 1970s

Analyze how the U.S. population changed during the 1970s.

Describe how popular entertainment and computers changed in the 1970s.

Identify environmental and health concerns that drew Americans' attention and explain how they were addressed.

The Nation in a New World (1980-Present)

The Reagan Presidency

Describe how Ronald Regan was active in foreign policy.

Explain how Ronald Regan implemented supply-side economics.

Identify changes in the Soviet Union.

The Bush Presidency

Describe the collapse of the Soviet Union.

Examine how George Bush used the military overseas.

Identify the difficulty that George Bush had domestically.

Unit	Topic	Lesson	Lesson Objectives
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A New Century

Explain why Bill Clinton was impeached by Congress.

Understand why the election of 2000 triggered controversy.

American Culture and Society

Describe the concerns that people had about the environment at the start of the new century.

Evaluate the economic trends that the international community experienced at the start of the new century.

Identify scientific and technological developments that took place around the turn of the century.

The War on Terrorism

Cite actions the government took to fight terrorism.

Examine how Americans responded to terrorism.

Unit	Topic	Lesson	Lesson Objectives
Introduction to History and Geography			
Principles of Geography			
What Is Geography?			
Define geography as a field of study			
Explain the difference between physical and human geography			
Identify examples of how geography is used in the world around us			
Understanding Geography			
Explore the six essential elements of geography			
Identify ways that geographers use the six essential elements of geography to interpret our world			
Organizing Our World			
Understand the division of Earth into continents, oceans, and hemispheres			
Identify the Equator and the Prime Meridian			
Explain the concepts of latitude and longitude			
Describe the Earth's time zones and the International Date Line			
Getting Familiar with Maps			
Identify the purposes of map elements			
Explore the uses for and characteristics of different types of maps			
Understand what is meant by a map projection			
Compare and contrast commonly used map projections			
New Technologies in Geography			
Describe how remote sensing helps geographers gather information			
Explore how the Global Positioning System is used to map our world			
Explain how geographic information systems help geographers understand our world			
Apply new geographic technologies to plan for the future and to find solutions to problems			
Social Studies Skills			
Making Inferences and Drawing Conclusions			
Identify strategies used in making inferences			
Analyze different clues that help people understand passages and images			
Investigate how to form a conclusion based on the clues gathered			
Analyzing Data to Understand Changes			
Identify key questions to ask when analyzing data			
Analyze how historians use numerical data to understand changes in society			
Draw conclusions about societal changes based on data analysis			

Unit	Topic	Lesson	Lesson Objectives
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Common Issues Across Places and Times

- Identify common issues that affect societies across different locations and times
- Explore how societies choose different approaches to solving common issues

Connecting the Past to Present Issues

- Identify contemporary problems and issues
- Explore decisions and events that have contributed to current issues
- Create policies for dealing with a present issue based on an understanding of what has happened in the past

Physical Systems

Planet Earth

Our Planet Earth

- Understand Earth's revolution, rotation, and tilt
- Explain seasonal change and differentiate between an equinox and a solstice
- Examine the Earth's four spheres and their roles in creating an environment that sustains life

A Changing Planet

- Identify the core, mantle, and crust of the Earth
- Illustrate the theory of continental drift
- Summarize the theory of plate tectonics
- Examine how the Earth's surface is shaped at plate boundaries

Landforms and Physical Systems

- Identify the major types of landforms found on Earth's surface
- Explore the major types of bodies of water on Earth's surface
- Describe the processes of weathering and erosion
- Observe the effects of weathering and erosion on Earth's landforms

Natural Resources

Earth's Resources: Water

- Distinguish between renewable and nonrenewable resources
- Describe the water cycle
- Identify bodies of water and water resources found on Earth
- Analyze issues regarding water supply and availability

Earth's Resources: Forests and the Land

- Describe the use of land and soil as renewable resources
- Examine the value of forests as a renewable resource
- Identify steps people are taking to protect soil and forests for the future

Unit	Topic	Lesson	Lesson Objectives
			<p>Earth's Resources: Minerals and Fossil Fuels</p> <ul style="list-style-type: none"> Identify examples of nonrenewable resources and locate them on a map Describe the value of minerals as resources Explain how fossil fuels are created and how they are used in human society
			<p>Climate and Weather</p> <p>Weather and the Earth's Atmosphere</p> <ul style="list-style-type: none"> Describe the characteristics of weather Identify common types of precipitation Understand how meteorologists measure weather Explain how societies prepare for and respond to severe weather <p>Earth's Climate Types</p> <ul style="list-style-type: none"> Explain how the Earth's physical features and patterns influence climates Identify the locations of the Earth's major climate types Describe the characteristics of major climate types <p>Earth's Biomes</p> <ul style="list-style-type: none"> Understand why the Earth's surface is divided into different biomes Explore the Earth's biomes and identify their locations Describe the plant and animal life found in each biome
			<p>Human Systems</p> <p>Cultural Geography</p> <p>Elements of Culture</p> <ul style="list-style-type: none"> Describe traits and elements of culture Explain how geographers use culture to define a region Examine different types of culture found around the world <p>Cultural Differences</p> <ul style="list-style-type: none"> Distinguish between race and ethnicity Locate and categorize major language groups Examine the differences and similarities between major world religions <p>Population</p> <ul style="list-style-type: none"> Define population and compare the populations of major world nations Analyze factors that influence population growth and decline Understand population density

Unit	Topic	Lesson	Lesson Objectives
			<p>Migration and Cultural Diffusion</p> <ul style="list-style-type: none"> Identify types of human migration Explain how push and pull factors influence human migration Investigate examples of cultural diffusion
			<p>People and Their Environment</p> <p>Culture and the Environment</p> <ul style="list-style-type: none"> Explain the role that the environment plays in shaping culture Identify ways that humans have adapted to their environments Explore ways that humans have modified their environments <p>Human Impact on the Environment</p> <ul style="list-style-type: none"> Identify the ways in which human activities have changed the environment Explain the benefits humans receive from modifying the environment Describe environmental problems caused by human activities <p>Resources, Energy, and Sustainability</p> <ul style="list-style-type: none"> Identify ways that humans manage and protect resources for the future Describe renewable forms of energy and new technologies that will impact energy in the future Examine actions taken by governments and individuals to protect the environment <p>Expository Essay - Conservation</p> <ul style="list-style-type: none"> Refine good writing habits developed at earlier stages in core education Use writing as both a tool for learning and a means for communicating about ideas within a discipline or profession <p>Using the Six Traits, evaluate and revise your essay</p>
			<p>Economic and Political Geography</p> <p>Boundaries and Territory</p> <ul style="list-style-type: none"> Explore the concepts of territory and boundaries Explain physical and human factors that create and change boundaries Distinguish between states and nations <p>Political Systems</p> <ul style="list-style-type: none"> Differentiate among unitary, federal, and confederate systems of government Explore the different forms of government currently used throughout the world Identify major supranational organizations and define their purposes

Unit	Topic	Lesson	Lesson Objectives
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Economic Systems

- Explore essential economic concepts, including scarcity, opportunity costs, benefits, and incentives
- Describe the factors of production
- Explain the three basic economic questions
- Compare and contrast traditional, command, market, and mixed economies

Economic Indicators

- Explore the different economic sectors and how technology changes them
- Explain what is meant by economic development
- Understand the concepts of GDP and GDP per capita
- Differentiate between developed and developing countries

The Global Economy

- Explore the role of a nation's resources in international trade
- Understand why international trade requires a system for exchanging currency between nations
- Identify international trade organizations and agreements that promote and facilitate trade between countries

Africa

Physical Geography of Africa

Physical Features of the Sahara and the Sahel

- Locate the major landforms in the Sahara and the Sahel regions
- Identify the major rivers and other bodies of water in the Sahara and the Sahel

Physical Features of Sub-Saharan Africa

- Locate the major landforms in sub-Saharan Africa
- Identify the major rivers and other bodies of water in sub-Saharan Africa

Climates and Ecosystems of Africa

- Identify and locate the major climate regions of Africa
- Locate the ecosystems of Africa and identify examples of commonly found plant and animal life
- Explore the effect of Africa's climates on its populations

Cultural Foundations in Africa

Ancient Civilizations: Prehistory

- Describe the societies and cultures of early humans in the Paleolithic Era
- Explore the effect of the Neolithic Revolution on human societies
- Analyze patterns of early human migration

Unit	Topic	Lesson	Lesson Objectives
			<p>Ancient Civilizations: The Nile Valley</p> <ul style="list-style-type: none"> Describe the importance of the Nile River as a water source Explain the formation of a civilization in Egypt Examine the importance of the Nile in the development of trade between Egypt and its neighbors <p>Ancient Civilizations: Egyptian Culture</p> <ul style="list-style-type: none"> Investigate the importance of religion in early Egyptian culture Describe the structure of ancient Egypt's government and society Outline influential cultural achievements of Egyptian civilization <p>History of Africa: Kingdoms of Salt and Gold</p> <ul style="list-style-type: none"> Locate the empires of Ghana, Mali, and Songhai in West Africa Examine the importance of the empires of Ghana, Mali, and Songhai as centers of commerce Describe the political and social systems of the empires of Ghana, Mali, and Songhai
			<p>Regional Studies: Africa</p> <p>Political Geography of Africa</p> <ul style="list-style-type: none"> Locate major countries and population centers in Africa Explore the features of the systems of government found in Africa Compare the governments of Kenya, South Africa, and Sudan with regard to their political structure and opportunities for civic participation <p>Cultural Characteristics of Northern Africa</p> <ul style="list-style-type: none"> Explore the cultural characteristics of Northern Africa Investigate the role of Islam in the language and culture of Northern Africa Examine the factors that affect the standard of living in Northern Africa <p>Cultural Characteristics of Sub-Saharan Africa</p> <ul style="list-style-type: none"> Describe the diversity of languages and religions in sub-Saharan Africa Explore the cultural characteristics of sub-Saharan Africa Investigate the factors that affect the standard of living in sub-Saharan Africa <p>Natural Resources and Economies of Africa</p> <ul style="list-style-type: none"> Identify and locate natural resources in Africa Explain how natural resources can lead to conflict Describe the major economic activities of Africa Compare economic systems found in Nigeria and South Africa

Unit	Topic	Lesson	Lesson Objectives
			<p>Environmental Issues in Africa</p> <ul style="list-style-type: none"> Identify ways that human populations have interacted with the land in Africa Identify ways that human populations have interacted with water in Africa Summarize major environmental concerns in Africa today <p>Modern Issues in Africa: Heritage of Colonialism</p> <ul style="list-style-type: none"> Identify the reasons for the European colonization of Africa Explore the roles of pan-Africanism and nationalism in African independence movements Discuss the role of apartheid in South Africa's history Investigate the causes of conflict and civil war in independent Africa
The Middle East			
			<p>Physical Geography of the Middle East</p> <p>Physical Features of the Arabian Peninsula and Neighbors</p> <ul style="list-style-type: none"> Locate the major landforms of the Arabian Peninsula and its neighboring regions Determine the location of key deserts in the Middle East Identify important bodies of water around the Arabian Peninsula and in its neighboring regions Examine features of the Tigris and the Euphrates Rivers <p>Physical Features of the Eastern Mediterranean</p> <ul style="list-style-type: none"> Locate the major landforms of the Eastern Mediterranean Identify key bodies of water in and around the Eastern Mediterranean Examine the features of the Dead Sea <p>Climates and Ecosystems of the Middle East</p> <ul style="list-style-type: none"> Identify and locate the major climate regions of the Middle East Locate the ecosystems of the Middle East and identify examples of native plant and animal life Explore the effect of the Middle East's climates on its populations
			<p>Cultural Foundations in the Middle East</p> <p>Mesopotamia and the Agricultural Revolution</p> <ul style="list-style-type: none"> Explain the role of the Tigris and Euphrates Rivers in encouraging settlement in Mesopotamia Investigate connections between the geography of Mesopotamia and the development of its peoples' cultures <p>Evaluate the impact of cultural and scientific advances in ancient Mesopotamian civilizations</p> <p>Ancient Civilizations: Sumer and Babylon</p> <ul style="list-style-type: none"> Explore the roles of government and religion in early Mesopotamian civilizations Explain how conflicts developed between the Sumerian cities, leading to the fall of Sumer Evaluate the impact of Hammurabi and the Babylonians on Mesopotamian culture

Unit	Topic	Lesson	Lesson Objectives
Ancient Civilizations: Phoenicia and Israel			<ul style="list-style-type: none"> Describe the early history of the Hebrews Investigate how Jewish culture has affected other cultures and religions Explore the impact of Phoenician trade on the spread of cultural traditions throughout the Mediterranean
History of the Middle East: Islam and Arab Empires			<ul style="list-style-type: none"> Describe the early development of Islam and its division into separate branches Summarize the expansion of caliphates and Arab empires Determine the importance of Arab cultures in medicine, art, science, and education
Regional Studies: the Middle East			
Political Geography of the Middle East			<ul style="list-style-type: none"> Locate major countries and population centers in the Middle East Explore the features of the systems of government found in the Middle East Compare the governments of Israel, Saudi Arabia, and Iran with regard to their political structure and opportunities for civic participation
Cultural Characteristics of the Middle East			<ul style="list-style-type: none"> Explore the cultural characteristics of the Middle East Investigate the role of Islam in the language and culture of the Middle East Examine the factors that affect the standard of living in the Middle East
Natural Resources and Economies of the Middle East			<ul style="list-style-type: none"> Identify and locate natural resources in the Middle East Explain how natural resources have led to conflict Describe the major economic activities of the Middle East Compare economic systems found in Israel, Saudi Arabia, and Turkey
Environmental Issues in the Middle East			<ul style="list-style-type: none"> Identify ways that human populations have interacted with water in the Middle East Describe ways that the oil industry has affected the environment of the Middle East Summarize major environmental concerns in the growing cities of the Middle East
Modern Issues in the Middle East: Conflicts and Challenges			<ul style="list-style-type: none"> Describe the effects of the occupation and partitioning of the Middle East by European nations Examine how the foundation of the state of Israel led to conflict Summarize the events that have caused conflict in the Middle East in recent decades

Unit	Topic	Lesson	Lesson Objectives
South and Southeast Asia			
Physical Geography of South and Southeast Asia			
Physical Features of South Asia			
Locate the major landforms in India and South Asia			
Understand how the movement of plates caused the formation of the Himalayas			
Identify key bodies of water in India and South Asia			
Physical Features of Southeast Asia			
Locate the major landforms in Southeast Asia			
Identify key bodies of water in Southeast Asia			
Climates and Ecosystems of South and Southeast Asia			
Identify and locate the major climate regions of South and Southeast Asia			
Locate the ecosystems of South and Southeast Asia and identify examples of native plants and animal life			
Explore the effect of Southeast Asia's climates on its populations			
Cultural Foundations in India and South Asia			
Ancient Civilizations: Indus River Valley Civilizations			
Describe the importance of the Indus River in the development of early Indian settlements			
Understand the accomplishments of early civilizations in the Indus River Valley			
Investigate the evidence for the Aryan migration			
Examine the results of the Aryan migration to South Asia			
History of South Asia: Heritage of Indian Religions			
Explore the origins of Hinduism in India			
Describe the connections between Hinduism and Indian society			
Explain the foundation of Buddhism and its connections to Hinduism			
History of South Asia: Early Indian Empires			
Describe the history of the Mauryan Empire and the spread of Buddhism			
Analyze the scientific and intellectual contributions of the Gupta Empire			
Describe the arrival of Islam and the rule of the Mughal Empire			
History of South Asia: Impact of Colonialism			
Summarize the era of European exploration and colonization in South Asia			
Explore the role of nationalism in South Asia's journey toward independence			
Explain the partition of India and its effect on India today			

Unit	Topic	Lesson	Lesson Objectives
Regional Studies: South and Southeast Asia			
Political Geography of South and Southeast Asia			
Locate major countries and population centers in South and Southeast Asia			
Explore the features of the systems of government found in South and Southeast Asia			
Compare the governments of India and Pakistan with regard to their political structure and opportunities for civic participation			
Cultural Characteristics of South and Southeast Asia			
Explore the cultural characteristics of South and Southeast Asia			
Identify the most commonly practiced religions in South and Southeast Asia, and explain how religion has influenced architecture in these regions			
Investigate the factors that affect the standard of living in South and Southeast Asia			
Natural Resources and Economies of South and Southeast Asia			
Identify and locate natural resources in South and Southeast Asia			
Describe major economic activities in South and Southeast Asia			
Compare and contrast the economies of India and Singapore			
Environmental Issues in South and Southeast Asia			
Identify ways that human populations have interacted with the land in South Asia and Southeast Asia			
Describe ways that human populations have interacted with water in South Asia and Southeast Asia			
Examine the causes and effects of pollution in South Asia and Southeast Asia today			
Central and East Asia			
Physical Geography of Central and East Asia			
Physical Features of Central Asia			
Locate the major landforms of Central Asia			
Determine the location of key deserts in Central Asia			
Identify key bodies of water in Central Asia and in its neighboring regions			
Examine the features of the rivers in Central Asia			
Physical Features of East Asia			
Locate the major landforms of East Asia			
Determine the location of key deserts in East Asia			
Identify important bodies of water in East Asia			
Examine the features of the Yangtze and Huang He Rivers			
Climates and Ecosystems of Central and East Asia			
Identify and locate the major climate regions of Central and East Asia			
Locate the ecosystems of Central and East Asia and identify examples of native plant and animal life			
Explore the effect of Central and East Asia's climates on the population of the region			

Unit	Topic	Lesson	Lesson Objectives
Cultural Foundations in Central and East Asia			
Ancient Civilizations: Chinese River Valleys			
Describe the first civilization that developed in the Huang He (Yellow) River valley			
Examine the rise of the Shang dynasty and identify its achievements			
Summarize the Mandate of Heaven and its importance in Chinese dynasties			
Ancient Civilizations: Chinese Dynasties			
Describe the rise of the Qin dynasty, and identify its achievements			
Trace the development of Confucianism, and explain its importance to the Chinese government			
Examine the achievements of the Han dynasty			
History of Asia: Central Asia and the Silk Road			
Summarize the development of pastoralism and nomadic cultures in Central Asia			
Trace the development of the Silk Road, and identify the trade goods that fueled its growth			
Explain the significance of the Silk Road to the growth of civilizations across the Eastern Hemisphere			
History of Asia: Formation of Modern China			
Identify how foreign influences contributed to the end of Chinese dynastic rule			
Trace the rise of Communism in China and the events of the resulting civil war			
Explain the effects of government programs created by Mao Zedong			
Describe the reforms initiated by Den Xiaoping			
Regional Studies: Central and East Asia			
Political Geography of Central and East Asia			
Locate major countries and population centers in Central and East Asia			
Explore the features of the systems of government found in Central and East Asia			
Compare the governments of China and Japan with regard to their political structure and opportunities for civic participation			
Cultural Characteristics of Central and East Asia			
Explore the cultural characteristics of Central and East Asia			
Compare and contrast the most commonly practiced religions and philosophies of Central and East Asia			
Investigate the factors that affect the standards of living in Central and East Asia			
Natural Resources and Economies of Central and East Asia			
Identify and locate natural resources in Central and East Asia			
Describe the major economic activities of Central and East Asia			
Compare economic systems found in China, Japan, and North Korea			

Unit	Topic	Lesson	Lesson Objectives
			<p>Environmental Issues in Central and East Asia</p> <ul style="list-style-type: none"> Identify ways that human populations have interacted with the land in Central and East Asia Identify ways that human populations have interacted with water in Central and East Asia Investigate the causes and effects of pollution in the nations of Central and East Asia today <p>Modern Issues in China and East Asia</p> <ul style="list-style-type: none"> Investigate the factors that can cause a population to grow and decline Understand why the population of China experienced rapid growth in the 20th century Explain why the population of Japan began to decline in the 21st century Compare China's and Japan's responses to population issues
			<p>Australia and Oceania</p> <p>Physical and Historical Geography of Australia and Oceania</p> <p>Physical Features of Australia, Oceania, and Antarctica</p> <ul style="list-style-type: none"> Locate Australia and Oceania on a map and identify the countries found in these regions Identify key landforms and bodies of water in Australia and Oceania Explore the physical geography and history of Antarctica <p>Climates and Ecosystems of Australia and Oceania</p> <ul style="list-style-type: none"> Identify and locate the major climate regions of Australia and Oceania Locate the ecosystems of Australia and Oceania, and identify examples of native plant and animal life <p>Examine environmental issues affecting Australia and Oceania</p> <p>Modern History of Australia and Oceania: Colonization</p> <ul style="list-style-type: none"> Investigate the cultures of the indigenous peoples of Australia and Oceania Describe the colonization of Australia and Oceania by European nations Examine the impact of colonization on the Maori and Aboriginal Australians
			<p>Regional Studies: Australia and Oceania</p> <p>Political Geography of Australia and Oceania</p> <ul style="list-style-type: none"> Locate major countries and population centers in Australia and Oceania Compare and contrast the government systems found in Australian and New Zealand Explore the features of the government systems of the Pacific Islands <p>Cultural Characteristics of Australia and Oceania</p> <ul style="list-style-type: none"> Explore the cultural characteristics of Australia and Oceania Identify European influences on the modern cultures of Australia and New Zealand Analyze the factors that affect the standard of living in Australia and Oceania

Unit	Topic	Lesson	Lesson Objectives
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Natural Resources and Economies of Australia and Oceania

Identify and locate natural resources in Australia and Oceania

Examine the development of major economic sectors of Australia and Oceania, and identify geographic factors that influence their locations

Analyze the role of international trade in the economies of the Pacific Islands

Expository Essay - Visiting an Interesting Place

Refine good writing habits developed at earlier stages in core education

Use writing as both a tool for learning and a means for communicating about ideas within a discipline or profession

Using the Six Traits, evaluate and revise your essay

Europe

Physical Geography of Europe

Physical Features of Europe: Western Europe

Locate the major landforms of Western Europe

Determine the locations of key peninsulas in Western Europe

Examine key bodies of water in and around Western Europe

Physical Features of Europe: Eastern Europe and Russia

Locate the major landforms of Eastern Europe, the Caucasus, and Russia

Identify key features in Siberia and Eastern Russia

Examine key bodies of water in and around Eastern Europe and Russia

Climates and Ecosystems of Europe and Russia

Identify and locate the major climate regions of Europe and Russia

Describe the major ecosystems of Europe and Russia, and identify examples of native plant and animal life

Examine how climate has affected settlement patterns in Europe and Russia

Investigate ways humans have adapted to extreme physical environments in Europe and Russia

Cultural Foundations in Europe

Ancient Civilizations: Classical Greece

Examine the forms of government used in classical Greek city-states

Explore the culture of classical Greek city-states

Investigate the Golden Age of Athens and the fall of the Greek city-states

Unit	Topic	Lesson	Lesson Objectives
			<p>Ancient Civilizations: Greek Empires</p> <ul style="list-style-type: none"> Summarize the growth of Alexander's Greek Empire Explore the fall of the Greek Empire Investigate the concept of Hellenization and the spread of Greek culture <p>Ancient Civilizations: The Roman Republic</p> <ul style="list-style-type: none"> Summarize the territorial and cultural expansion of the Roman Republic Explore the government of the Roman Republic Investigate the society and the military of the Roman Republic <p>Ancient Civilizations: The Roman Empire</p> <ul style="list-style-type: none"> Explain the transition from the Roman Republic to the Roman Empire Analyze the reasons for the decline of the Roman Empire Evaluate the legacy of Roman culture <p>History of Europe: Spread of Christianity</p> <ul style="list-style-type: none"> Describe the origins of early Christianity and its relationship to Judaism Assess the influence of early Christianity on the Roman Empire Investigate the spread of Christianity throughout Europe <p>History of Europe: Medieval and Renaissance Eras</p> <ul style="list-style-type: none"> Discuss the cultural and societal changes that took place in Medieval Europe Examine the role of the Catholic Church in changing the culture of the Middle Ages Investigate the cultural changes that took place during the European Renaissance
			<p>Regional Studies: Europe</p> <p>Political Geography of Europe</p> <ul style="list-style-type: none"> Locate major countries and population centers in Europe and Russia Explore the features of the systems of government found in Europe and Russia Compare the governments of the United Kingdom, Germany, and Russia with regard to their political structure and opportunities for civic participation <p>Cultural Characteristics of Europe</p> <ul style="list-style-type: none"> Describe the various languages and cultures of Western Europe Investigate the factors that have influenced cultures and languages in Eastern Europe Explore the cultural characteristics of Russia Examine factors that affect the standard of living in Europe and Russia

Unit	Topic	Lesson	Lesson Objectives
Natural Resources and Economies of Europe			
Identify and locate natural resources in Europe and Russia			
Describe major economic activities in Europe and Russia			
Compare and contrast the economies of the United Kingdom, Germany, and Russia			
Environmental Issues in Europe			
Identify ways that humans have modified the land and water in Europe			
Examine the effects of air and water pollution in Europe			
Investigate solutions to energy issues in Europe			
Modern Issues in Europe: Postwar Conflict and Cooperation			
Identify major effects of World War I and World War II			
Examine the effects of the collapse of the Soviet Union			
Investigate how the European Union increased cooperation between member nations			
Latin America and the Caribbean			
Physical Geography of Latin America and the Caribbean			
Physical Features of Central America, Mexico, and the Caribbean			
Locate the major landforms of Central America, Mexico, and the Caribbean			
Identify major rivers and other bodies of water in Central America, Mexico, and the Caribbean			
Examine the effects of tectonic activity on the geography of Central America			
Physical Features of South America			
Locate the major landforms of South America			
Identify key bodies of water in South America			
Climates and Ecosystems of Latin America			
Identify and locate the major climate regions in Latin America			
Locate the ecosystems of Latin America and identify examples of native plant and animal life			
Explore the effect of Latin America's climates on the population of the region			
Cultural Foundations in Latin America and the Caribbean			
Ancient Civilizations: The Maya			
Describe the emergence of early civilizations in Mesoamerica			
Explore the rise of the Maya empire			
Examine the cultural achievements of the Maya			
Analyze the importance of religion in Maya culture			

Unit	Topic	Lesson	Lesson Objectives
Ancient Civilizations: The Aztec and the Inca			<ul style="list-style-type: none"> Discuss the rise of the Aztec and Inca empires Describe ways in which the Aztec and the Inca adapted to their environmental conditions Explore major cultural characteristics and achievements of the Aztec and the Inca Compare and contrast the cultures of important civilizations
History of the Americas: Heritage of Colonialism			<ul style="list-style-type: none"> Explore the reasons for European exploration Outline the exploratory accomplishments and conquests of Portugal and Spain Investigate the effects of exploration on European, Latin American, and African cultures Examine the trade networks that developed as a result of European exploration
Regional Studies: Latin America			
Political Geography of Latin America and the Caribbean			<ul style="list-style-type: none"> Locate major countries and population centers in Latin America and the Caribbean Explore the features of the systems of government found in Latin America and the Caribbean Compare the governments of Mexico, Brazil, and Cuba with regard to their political structure and opportunities for civic participation
Cultural Characteristics of Latin America and the Caribbean			<ul style="list-style-type: none"> Evaluate the effects of European colonization on the cultures of Latin America Explore the cultural characteristics of Latin America and the Caribbean Examine the factors that affect the standards of living in Latin America and the Caribbean
Natural Resources and Economies of Latin America			<ul style="list-style-type: none"> Identify and locate natural resources in Latin America Describe major economic activities in Latin America Compare the economic systems found in Brazil and Cuba
Environmental Issues in Latin America			<ul style="list-style-type: none"> Identify ways that human populations have modified the land in Latin America Identify ways that human populations have modified the water in Latin America Summarize the major environmental concerns of Latin America today
Modern Issues in Latin America			<ul style="list-style-type: none"> Explain the causes and effects of deforestation in the Amazon Rainforest Examine the consequences of the illegal drug trade in Latin America

Unit	Topic	Lesson	Lesson Objectives
The US and Canada			
Physical Geography of the US and Canada			
Physical Features of the United States			
Locate the major landforms of the United States			
Describe the characteristics of important physical features in the United States			
Identify key rivers and other bodies of water in the United States			
Physical Features of Canada			
Locate the major landforms of Canada			
Describe the characteristics of important physical features in Canada			
Identify key rivers and other bodies of water in Canada			
Explain the effects of the Continental Divide			
Climates and Ecosystems of the US and Canada			
Identify and locate the major climate regions of the US and Canada			
Locate the ecosystems of the US and Canada and identify examples of commonly found plant and animal life			
Explore ways in which climate affects settlement patterns in the US and Canada			
Investigate the effects of tropical storms in the region			
Cultural Foundations in the US and Canada			
Ancient Civilizations: Early Peoples of North America			
Describe patterns of early human migrations to North America			
Explore how Paleo-Indians populated North America and adapted to their surroundings			
Summarize the influence of agriculture on Archaic Indian societies			
Ancient Civilizations: Native American and Inuit Cultures			
Locate the regions where early North American people lived			
Explore how environments affected early North American people			
Examine certain cultural elements of early North American groups			
History of the US: Foundations of Democracy			
Explore changes in government and philosophy during the Enlightenment			
Examine the impact of the Enlightenment on the American Revolution			
Summarize ancient Greek and Roman ideas about democracy and citizenship			
Assess the importance of Greek and Roman ideals in the creation of the American political process			

Unit	Topic	Lesson	Lesson Objectives
Regional Studies: the US and Canada			
Political Geography of the US and Canada			
Locate major states and provinces in the US and Canada			
Explore the features of the systems of government found in the US and Canada			
Compare the governments of the US and Canada with regard to their political structure and opportunities for civic participation			
Cultural Characteristics of the US and Canada			
Explore the cultural characteristics of the US and Canada			
Investigate the role of early exploration by the English and the French in the development of the languages and cultures of the US and Canada			
Examine the factors that affect the standard of living in the US and Canada			
Discuss the diffusion of American culture around the world			
Natural Resources and Economies of the US and Canada			
Identify and locate natural resources in the US and Canada			
Describe steps the US and Canada are taking to overcome challenges with energy resources			
Investigate major economic sectors of the US and Canada, and identify geographic factors that influence their location			
Compare the economic systems found in the US and Canada			
Environmental Issues in the US and Canada			
Identify ways that humans have modified the environment in the US and Canada			
Understand how growing cities have affected the environment in the US and Canada			
Investigate the effects of air pollution and water pollution on the environment in the US			
Examine the effects of logging and mining on the environment in Canada			

Unit	Topic	Lesson	Lesson Objectives
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Era: The Beginnings of Human Society

Why Study World History?

Studying History

Describe how we can improve our understanding of people's actions and beliefs through the study of history.

Explain why history is the study of the past.

Identify how historians use clues from various sources to learn about the past.

Studying Geography

Describe how geography and history are closely connected.

Discuss why studying location is important to both physical and human geography.

Explain why geography is the study of places and people.

The Beginnings of Human Society

The First People

Describe how hunter-gatherer societies developed language, art, and religion.

Describe how stone aged tools grew more complex as time passed.

Describe why scientists study the remains of early humans to learn about prehistory.

Explain why hominids and early humans first appeared in East Africa millions of years ago.

The Beginnings of Human Migration

Describe how people adapted to new environments by making clothing and new types of tools.

Explain why people moved out of Africa as the earth's climates changed.

The Beginnings of Agriculture

Describe how the first farmers learned to grow plants and raise animals in the New Stone Age.

Identify how farming changed societies and the way people lived.

Era: Early Civilizations

The Fertile Crescent of the Ancient Middle East

Geography of the Fertile Crescent

Describe how new farming techniques led to the growth of cities.

Explain how rivers of southwest Asia supported the growth of civilization.

The Rise of Sumer

Describe how the Sumerians created the world's first advanced society.

Identify how religion played a major role in Sumerian society.

Sumerian Achievements

Describe how advances and inventions changed Sumerian lives.

Describe the types of art that developed in Sumer.

Explain how the Sumerians invented the world's first writing system.

Unit	Topic	Lesson	Lesson Objectives
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Later Societies of the Fertile Crescent

- Describe how the invasions of Mesopotamia changed the region's culture.
- Explain how the Phoenicians built a trading society in the eastern Mediterranean region.
- Identify how the Babylonians conquered Mesopotamia and created a code of law.

The Ancient Israelites and Judaism

The First Israelites

- Describe why the Israelites had to fight the Canaanites to return to their promised land.
- Explain how the Israelites believed in one God who set down moral laws for his people.

The Kingdom of Israel

- Describe why the Israelites were conquered and forced to leave Israel and Judah.
- Explain why the Israelites chose a king to unite them against their enemies.
- Identify how King David built an Israelite empire and make Jerusalem his capital city.

The Growth of Judaism

- Describe how religion shaped the Jewish way of life.
- Explain how the Jews spread their beliefs to the Greek world and regained control of Judah.
- Explain why under Roman rule, the Jews were divided and rebellious. In response, the Romans destroyed the temple and exiled the Jews.
- Identify why the Jews continued their religion during their exile in Babylon.

Ancient Egypt

Geography of the Nile

- Describe how geography of the Nile changes as the river runs its course.
- Identify the types of communities that first appeared along the Nile, and how the Nile was used for trade.

Ancient Rulers of Egypt

- Describe Egypt's accomplishments during each of the three kingdom periods.
- Explain the history of kinship in ancient Egypt.
- Identify what characterized the rule of Egypt during the New Kingdom period.

Egyptian Religion

- Describe Egyptian gods and goddesses.
- Describe how and why the pharaoh's tombs were built.
- Identify the Egyptians beliefs in the afterlife.

Ancient Egyptian Culture

- Describe the writings of ancient Egypt.
- Explain the every day life of the ancient Egyptians.
- Identify advances made by the Egyptians in science and medicine.

Unit	Topic	Lesson	Lesson Objectives
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The Cultures of Nubia

- Describe the Nubian kingdoms centered in Kerma, Napata, and Meroe.
- Explain the relationship between Nubian and Egypt.

Early India**Geography and Early India**

- Describe how the Harappan civilization developed along the Indus River.
- Discuss how the Aryan invasion of India changed the region's civilization.
- Explain why the geography of India includes high mountains, great rivers, and heavy seasonal rain.

Origins of Hinduism

- Describe how Hinduism developed out of Brahmanism and influences from other cultures.
- Explain why the Aryans practiced a religion known as Brahmanism.
- Identify how Indian society divided into distinct groups under the Aryans.
- Identify why the Jains reacted to Hinduism by breaking away to form their own religion.

Origins of Buddhism

- Describe the many ways Siddhartha Gautama searched for wisdom.
- Explain how the teachings of Buddhism dealt with finding peace.
- Identify how Buddhism spread far from where it began in India.

Indian Empires

- Define how the Mauryan Empire unified most of India.
- Explain how Gupta rulers promoted Hinduism in their empire.

Indian Achievements

- Describe the great works of religious art created by Indian artists.
- Explain how Sanskrit literature flourished during the Gupta period.
- Identify how the Indians made scientific advances in metalworking, medicine, and other sciences.

Ancient China**The Geography of China's River Valleys**

- Discuss early civilizations in China.
- Explain the importance of family ties in early Chinese society.
- Identify the geography of ancient China.

Confucius and His Teachings

- Describe the life of Confucius.
- Explain the influences Confucianism had on Chinese society.
- Explain the teachings of Confucius.

Unit	Topic	Lesson	Lesson Objectives
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Warring Kingdoms Unite

Explain how Emperor Shi Huangdi attempted to unify the economy and culture of China.

Explain the rise of the Qin dynasty.

Identify the actions of the Han dynasty leaders.

Significant Achievements of Ancient Chinese Culture

Describe the important advances in technology that were made in China during the Han dynasty.

Describe the Silk Road.

Identify the Han dynasty's respect for tradition and learning.

Era: New Empires

Ancient Greece

The Early Greeks

Describe how Mycenaeans built the first Greek kingdoms and spread their power across the Mediterranean region.

Describe how the geography of Greece influenced where people settled and what they did.

Explain how the idea of citizenship developed in Greek city-states.

Explain how the Minoans earned their living by building ships and trading.

Identify how colonies and trade spread Greek culture and spurred industry.

Sparta and Athens

Describe how the Spartans focused on military skills to control the people they conquered.

Explain how tyrants were able to seize power from the nobles with the support of Greek farmers, merchants, and artisans.

Identify why the Athenians were more interested in building a democracy than building a military force.

Persian Attacks on the Greeks

Describe why both Sparta and Athens played roles in defeating the Persians.

Explain why the Persian Empire united a wide area under a single government.

The Age of Pericles

Describe how Athens became very powerful and more democratic under the leadership of Pericles.

Explain how Athenian men and women had different roles.

Identify the reasons Sparta and Athens went to war for control of Greece.

Greek Civilization

Ancient Grecian Culture

Describe how Greek drama still shapes entertainment today.

Explain how Greek art and architecture expressed Greek ideas of beauty and harmony.

Explain why the Greeks believed that gods and goddesses controlled nature and shaped their lives.

Identify how Greek poetry and fables taught Greek values.

Unit	Topic	Lesson	Lesson Objectives
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Greek Philosophy and History

Explain why the Greeks wrote the first real histories in Western civilization.
Identify the ideas Greek philosophers developed that are still used today.

Alexander the Great

Describe how Alexander the Great conquered the Persian Empire and spread Greek culture throughout southwest Asia.
Explain how Phillip II of Macedonia united the Greek states.

The Spread of Greek Culture

Describe how Epicurus and Zeno showed the world different ways to look at happiness.
Explain how Hellenistic scientists made major discoveries in math and astronomy.
Identify why the Hellenistic cities became centers of learning and culture.

Roman Civilization

Daily Roman Life

Describe the importance of family life in Roman society.
Explain how Romans of different social classes lived.
Explain the existence of slavery in ancient Rome.
Identify who could be a Roman citizen.

The Byzantine Empire

Explain why the Byzantines developed rich culture based on Roman, Greek, and Christian ideas.
Explain why the policies and reforms of Emperor Justinian and Empress Theodora helped make the Byzantine Empire strong.
Identify how the Eastern Roman Empires grew rich and powerful as the Western Roman Empires fell.

Ancient Rome

Rome's Beginnings

Describe how the Roman's created a republic and conquered Italy. Explain how they built Rome from a small city into a great power simply by treating people fairly.
Explain how geography played an important role in the rise of Roman civilizations.

The Roman Republic

Describe how Rome slowly destroyed the Carthaginian Empire and took control of the entire Mediterranean region.
Explain why Rome's republic was shaped by a struggle between wealthy landowners and regular citizens as it gradually expanded the right to vote.

The Fall of the Republic

Describe how the Roman Republic, weakened by civil war, became an empire under Augustus.
Explain why military hero Julius Caesar seized power and made reforms.
Identify why the use of enslaved labor hurt farmers, increased poverty and corruption, and brought the army into politics.

Unit	Topic	Lesson	Lesson Objectives
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The Fall of Rome

- Discuss Constantine's role in support of Christianity.
- Discuss the fall of the Roman Empire.
- Explain how bad government contributed to the decline of the Empire.
- Explain how northern invaders brought about the collapse of the Roman Empire.

The Early Empire

- Describe how Rome's system of roads, aqueducts, ports, and common currency made the empire rich and prosperous.
- Explain why Augustus created a new era of prosperity by expanding the empire and reorganizing the military and government.

The Rise of Christianity

Early Christians

- Explain how Jesus' life and belief in resurrection led to a new religion called Christianity.
- Explain why Jesus of Nazareth was crucified and eventually reported to have risen from the dead.
- Identify how the Roman rule of Judea led some Jews to oppose Rome peacefully, while other rebelled.

The Christian Church

- Describe how early Christians set up a church organization and explained their beliefs.
- Explain how Christianity eventually became the official religion of the Roman Empire.

The Spread of the Christian Faith

- Discuss how church and government worked closely together in the Byzantine Empire.
- Identify how Christians founded new communities and spread their faith to various parts of Europe.

Islamic Civilization

The Roots of Islam

- Describe how the new religion called Islam, founded by the prophet Muhammad, spread throughout Arabia in the 600s.
- Discuss how the two ways of life, nomadic and sedentary, in the Arabian desert developed.

Islamic Beliefs and Practices

- Describe how the Islamic law is based on the Qur'an and the Sunnah.
- Explain how the Qur'an guides Muslims' lives.
- Identify how the Sunnah tells Muslims of important duties expected of them.

Islamic Empires

- Describe how trade helped Islam spread into new areas.
- Explain how Muslim armies conquered many lands into which Islam slowly spread.
- Identify the three Muslim empires that controlled much of Europe, Asia, and Africa from the 1400s to the 1800s.

Cultural Achievements

- Discuss how Muslim achievements in literature and the arts included beautiful poetry, memorable short stories, and splendid architecture.
- Identify how Muslim scholars made lasting contributions to the fields of science and philosophy.

Unit	Topic	Lesson	Lesson Objectives
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Era: Regional Civilizations

Early African Civilizations

The Rise of African Civilizations

- Describe Africa's vast and varied landscape.
- Explain how East African kingdoms and states become centers for trade and new ideas.
- Explain how West African empires grew rich from trade.
- Identify how Africa's rain forest blocked invaders and provided resources.

Africa's Government and Religion

- Describe how Islam played an important role in medieval Africa, but long-held African beliefs and customs still remained.
- Explain how the growth of West African empires led to the growth of centralized governments ruled by kings.
- Identify traditional African religions and explain how they shared different beliefs and provided a guide for living together.

African Society and Culture

- Describe how the Bantu migrations helped shape many cultures in Africa south of Sahara.
- Explain how enslaved Africans developed rich cultures that influenced many other cultures, including our own.
- Explain how the African slave trade changed greatly when Muslims and Europeans began taking captives from the continent.

Early Civilizations of the Americas

Early Americans

- Describe how early people in the northern part of the Americas built complex cultures based on farming and trade.
- Explain why it is believed that the first people in the Americas came from Asia during the Ice Age.
- Identify why the invention of farming led to the rise of civilizations in the Americas.

Life in the Americas

- Describe how the Maya adjusted to life in the tropical rain forest and built a culture based on their religious beliefs.
- Explain how the Aztec moved into the Valley of Mexico where they created an empire based on conquest and war.
- Explain how the geography in lands north of the present-day Mexico shaped the development of many different Native American cultures.
- Identify how the Incan rules set up a highly organized government and society.

The Crumbling of the Aztec and Inca Empires

- Describe how Christopher Columbus found the Americas while trying to find a sea rout to Asia.
- Describe how the riches of the Aztec Empire led other Spanish conquerors to seek their fortunes in South America.
- Identify how Spanish conquerors defeated the Aztec with the help of horses, guns, and European disease.

Classical China

China Reunifies

- Describe how China was reunified under the Sui, Tang, and Song dynasties.
- Explain why the period of disunion was a time of war and disorder that followed the end of the Han dynasty.
- Identify how the Age of Buddhism saw major religious changes in China.

Unit	Topic	Lesson	Lesson Objectives
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The Achievements of Tang and Song

Describe how the Tang and Song dynasties produced fine arts and inventions.

Explain how cities and trade grew during the Tang and Song dynasties.

Identify how advances in agriculture led to increased trade and population growth.

Confucianism and the Government

Describe how Confucianism underwent changes and influenced Chinese government.

Explain how scholar-officials ran China's government during the Song dynasty.

The Yuan and Ming Dynasties

Describe how the Ming dynasty was a time of stability and prosperity.

Explain why the Mongol empire included China, and the Mongols ruled China as the Yuan dynasty.

Identify why China under the Ming dynasty had great changes in its government and relations with other countries.

The Great Mughal Empire in India

Describe the founding and achievements of the Mughal Empire.

Describe the geography of the Indian subcontinent.

Explain the Delhi Sultanate, a period of Muslim rule.

Japan

Early Japan

Explain how Prince Shotoku created Japan's first constitution and borrowed many ideas from China.

Explain how the Japanese religion, called Shinto, was based on nature spirits.

Explain why Japan was settled by people who came from northeast Asia.

Identify how Japan's mountains and islands isolated Japan and shaped its society.

Shoguns and Samurai

Describe how Japan's civilian government and the emperor came to be dominated by military rulers known as shoguns.

Explain how Japan broke into warring kingdoms led by the dynamo when the shogun's power weakened.

Explain how the Japanese built a strong national government at Nara in the 700s.

Life in Medieval Japan

Describe how Buddhism and Shinto shaped much of Japan's culture and explain how these religions affected Japanese art, architecture, novels, and plays.

Describe how some Japanese nobles, merchants, and artisans grew wealthy during the shogun period, but the lives of women remained restricted in many areas of life.

Unit	Topic	Lesson	Lesson Objectives
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Era: The Age of Encounter**The Early Middle Ages****Europe after the Fall of Rome**

Describe how invaders threatened much of Europe in the 700s and 800s.

Explain how Christianity spread to northern Europe through the work of missionaries and monks.

Identify how the Franks, led by Charlemagne, created a huge Christian empire and brought together scholars from around Europe.

Geography of Europe

Describe how geography has shaped life in Europe, including where and how people live.

Explain why the physical features of Europe vary widely from region to region.

Feudalism and Manor Life

Describe how feudalism spread through much of Europe.

Describe how towns and trade grew and helped end the feudal system.

Explain how feudalism governed how knights and nobles dealt with each other.

Identify how the major systems dominated Europe's economy.

Feudal Societies

Describe how feudal societies shared common elements in Europe and Japan.

Identify how Europe and Japan differed in their cultural elements such as religion and art.

The Later Middle Ages**Popes and Kings**

Describe how popes and kings ruled Europe as spiritual and political leaders.

Explain why popes fought for power, leading to a permanent split within the church.

Identify why kings and popes clashed over some issues.

The Crusades

Describe how the crusades changed Europe forever.

Explain why despite some initial success, the later crusades failed.

Explain why the popes called on Crusaders to invade the Holy Land.

Christianity and Medieval Society

Describe how the church influenced the arts in medieval Europe.

Explain why orders of monks and friars did not like the church's political nature.

Identify how church leaders helped build the first universities in Europe.

Identify how the Christian church shaped both society and politics in medieval Europe.

Unit	Topic	Lesson	Lesson Objectives
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Political and Social Change

Explain how the Black Death, which swept through Europe in the Middle Ages, led to social changes.

Explain why Magna Carta caused changes in England's government and legal system.

Identify how the Hundred Years' War led to political changes in England and France.

Challenges to Church Authority

Describe how Christians fought Moors in Spain and Portugal in an effort to drive all Muslims out of Europe.

Describe why the Jews faced discrimination across Europe in the Middle Ages.

Explain why the church reacted to challengers by punishing people who opposed its teachings.

The Renaissance and Reformation

The Renaissance Begins

Describe how the wealthy urban society of the Italian city-states brought a rebirth of learning and art to Europe.

Explain why nobles of Italian city-states lived in cities and were active in trade, banking, and public life.

Identify how Italy's location helped its city-states grow wealthy from trade and banking, but many of the cities fell under the control of strong rulers.

New Ideas and Art

Describe how Renaissance ideas and art spread from Italy to northern Europe.

Explain how the invention of the printing press helped expand the ideas of the Humanists.

Identify how Renaissance artists used new techniques to produce paintings that showed people in an emotional and realistic way.

The Reformation Begins

Describe how John Calvin's Protestant teachings spread across Europe and into North America.

Explain how the reforms of Martin Luther led to the creation of new Christian churches.

Explain why political leaders often supported Protestantism because they wanted more power.

Catholics and Protestants

Describe how Henry VIII created the Anglican Church in England.

Explain how Catholic and Protestants fought religious wars across Europe.

Identify how Catholic kingdoms began sending missionaries overseas to convert people to Christianity.

European Exploration and Expansion in Asia

European Exploration

Describe how Portugal's efforts inspired Spanish exploration.

Explain why Europeans began exploring the world in the 1400s.

Identify the early achievements of Portuguese exploration under Prince Henry the Navigator.

Europeans in India and Southeast Asia

Describe how Portuguese trade expanded into India and the Spice Islands.

Explain how Portugal traded in India.

Identify the English and the Dutch as the challengers to Portugal's power in Asia.

Unit	Topic	Lesson	Lesson Objectives
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Europe Explores East Asia

- Describe Europeans encounters with China and Japan, 1600-1700.
- Explain Europeans efforts to expand trade in East Asia.

Exploration: Europe, the Americas, and Africa

Conquest in the Americas

- Describe the attitudes and events that led to the Spanish exploration of the Americas.
- Explain how the Spanish conquered Mexico.
- Identify how the Spanish conquered Peru.

Colonies in Central and South America

- Describe how Spain and Portugal colonized the Americas.
- Describe how the Spanish ruled their new colonies.
- Explain the economic systems of the Spanish colonies.

Colonies in North America

- Describe how the rivalry between France and England led to the French and Indian War.
- Explain impact of the European colonization on Native Americans.
- Identify the European countries that sought colonies in the Americas.

Africa and the Atlantic Slave Trade

- Explain what triangular trade was and how it expanded with the growth of the European colonization of North America.
- Identify why the slave trade began with the exploration of Africa and the colonization in South and Central America spread to North America.

The Rise of Monarchies

The Increase of Spanish Power

- Describe the reign of King Philip II.
- Explain why Spain's power began to decline in the late 1500s.
- Explain why the Spanish empire grew in the 1500s.

France's Power Peaks

- Describe the developments in the 1500s and 1600s that led to the rise of a strong French monarchy.
- Describe the rule of King Louis XIV in France.

Monarchies in Russia, Prussia, and Austria

- Explain the rise of the Russian monarchy.
- Explain why strong monarchs came to power in other parts of Europe.

Limited Monarchy in England

- Describe England's strong monarchs in the 1600s and their conflict with Parliament.
- Explain the events and outcomes of the English Civil War.
- Identify the significance of the Restoration and the Glorious Revolution.

Unit	Topic	Lesson	Lesson Objectives
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Era: An Age of Revolutions

Enlightenment and Revolution in Europe

The Age of Exploration

- Describe how the Europeans set up colonies and created joint stock companies to increase trade.
- Explain how trade, technology, and the rise of strong kingdoms led to a new era in exploration in the 1400s.
- Explain why the Portuguese explored Africa and the Spanish, English, and French explored America.
- Identify how exploration and trade led to the worldwide exchange of produces, peoples, and ideas.

The Scientific Revolution

- Describe how the Scientific Revolution led to new discoveries in physics, medicine, and chemistry.
- Explain how European interest in astronomy led to new discoveries and ideas about the universe and Earth's place in it.
- Explain how the scientific method, Europeans of the 1600s and 1700s developed new ideas about society based on reason.
- Explain how thinkers of the ancient world developed early forms of science and passed this knowledge to later civilizations.

Early Enlightenment

- Describe how many of Europe's monarchs, who claimed to rule by the will of God, tried to model their countries on Enlightenment ideas.
- Explain why the Enlightenment was centered in France, where thinkers wrote about changing their society and met to discuss their ideas.

Identify how many Europeans believed that the reason could be used to make government and society better.

The American Revolution

- Describe how Great Britain faced problems in North America, because the American colonists objected to new British laws.
- Explain how European colonies in North America developed differently from each other and from Europe.
- Explain why the American colonists formed a new nation, the United States of America.

Industry and Nationalism

The French Revolution and Napoleon's Leadership

- Describe how Napoleon Bonaparte used his military success to take control of the French government.
- Explain how French radicals used terror to enforce their reforms.
- Explain how Napoleon built a huge, but short lived, empire in Europe through military conquest.
- Explain why the country had serious economic problems and treated their people unfairly during the French Revolution.

The Industrial Revolution

- Describe how the Industrial Revolution spread beyond Great Britain's shores to Europe and the United States.
- Explain why the enclosure movement caused the Industrial Revolution in Great Britain.

Unit	Topic	Lesson	Lesson Objectives
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Society and Industry

Describe how the Industrial Revolution led to new ideas about politics, society, and the economy.

Explain how the scientific discoveries during the Industrial Revolution changed the way people lived and how they understood the world.

Explain why the Industrial Revolution caused cities to grow bigger and changed how people lived and worked.

Identify how artists, writers, and composers reflected the changes that industrialism brought to society.

A Changing World

Nationalism and Expansion in Europe

Describe France after the fall of Napoleon.

Explain how changes in Europe in the early 1800s led to a rise in nationalism.

Explain how European countries expanded their control to other parts of the world.

Identify why the revolution swept across Europe in 1848.

Imperialism in Africa and the Middle East

Describe the causes of the Boer War.

Examine how European powers made claims on the right to rule Africa.

Explain how Africans resisted European colonization.

Identify the reasons for European colonization of Africa.

Imperialism in Asia and Latin America

Describe how Japan successfully resisted Western colonial powers.

Describe the effects of the revolution that brought independence to Latin American countries.

Explain how Britain gained control of China.

Explain how Britain ruled India through the East India Company.

Era: The Modern World

Imperialism and World War I

New Imperialism

Describe how control of India passed from the East India Company to the British.

Describe how the United States became an imperial nation after defeating Spain and taking control of the Philippines and Puerto Rico.

Explain how European nations built empires to help their economy and to spread their ideas.

Identify how European nations ruled almost all of Africa by 1914.

Nationalism in China and Japan

Describe how the arrival of Europeans greatly changed Chinese society.

Explain how Sun Yat-sen introduced ideas that helped caused the collapsed of the Qing dynasty.

Explain what caused the Japanese to reorganized their society and begin building and empire after a visit from the Americans.

Unit	Topic	Lesson	Lesson Objectives
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World War I Begins

- Describe how the assassination of Archduke Franz Ferdinand sparked World War I.
- Explain how alliances, militarism, and nationalism led to a crisis in Europe.
- Identify how Americans supported the Allies because of pro-British feelings and business links.

World War I Changes the World

- Discuss why the Bolsheviks rose to power as a result of the czar's poor leadership.
- Explain why America helped the Allies stop the German advance.

World War II and the Cold War

The Rise of Dictators

- Describe how economic problems led to militarism in Japan.
- Describe how new economic problems led to the Great Depression.
- Explain how the Great Depression encouraged the rise of European dictators.
- Explain why Stalin established a brutal regime in the USSR after Lenin's death.

World War II Begins

- Explain why other European nations stood by as Germany expanded its territory.
- Identify why World War II began when Germany invaded Poland in September 1939, leading France and Britain to declare war.

The Victory of the Allies

- Describe how the invasion on D-Day was successful in the beginning of the end of World War II.
- Discuss why the Nazis murdered millions of people in an attempt to destroy Jews and other European ethnic groups.
- Explain why the Allies fought for four long years in Europe and in the Pacific.

The Cold War

- Describe how the Cold War spread to Asia after China's communist revolution and the outbreak of the Korean War.
- Explain how the Soviets efforts to spread communism led to conflict with the United States, which wanted to contain communism.
- Identify how the people in the postwar world experienced prosperity, change, and conflict.

The End of Empire

- Describe how the nationalists movement led to independence for many, Southeast Asian nations.
- Discuss why many African colonies gained independence in the 1950s and 1960s.
- Explain how Gandhi led India to independence from Britain.

The World Today

North America and Europe

- Describe the Cold War.
- Examine the fall of the Soviet Union and the unification of European nations.
- Explain the two hot wars: Korea and Vietnam.
- Identify the strong nations and economies of North America.

Unit	Topic	Lesson	Lesson Objectives
			Latin America <ul style="list-style-type: none">Explain the reasons for the Cuban Revolution.Explain the revolutions and wars in Central America.Explain why Mexico has experienced reform but little economic growth in recent years.Identify unstable governments and economies in South America.
			Asia <ul style="list-style-type: none">Describe Japan's recovery from World War II and its strong postwar economy.Describe the long-standing tensions between India and Pakistan.Explain China's move toward a more open economy.
			Africa and the Middle East <ul style="list-style-type: none">Describe the new countries in Africa and some of the challenges facing African nations today.Explain the Arab-Israeli conflict.Identify the importance of oil in the Middle East and the Persian Gulf.
			The World in a New Century <ul style="list-style-type: none">Describe the global economy.Explain the impact of TV and computers.Explore the major concerns about the world's environment.Identify the growing threats in the world's security.

Unit	Lesson	Lesson Objectives
Introduction to American Government		
Introduction to Government		
<ul style="list-style-type: none"> Explain the roles and responsibilities of citizenship. 		
<ul style="list-style-type: none"> Identify different structures of government. 		
<ul style="list-style-type: none"> Describe the purposes and functions of government. 		
Types of Governments		
<ul style="list-style-type: none"> Describe the features of oligarchies and autocracies. 		
<ul style="list-style-type: none"> Explore the advantages and disadvantages of different types of democracy. 		
<ul style="list-style-type: none"> Identify the differences between federal, confederal, and unitary systems of government. 		
The Origins of Democracy		
<ul style="list-style-type: none"> Explain the effect of Judeo-Christian laws and ideals on principles of government. 		
<ul style="list-style-type: none"> Explore the influence of the structure of the Athenian democracy and the Roman republic. 		
English Influences on Government		
<ul style="list-style-type: none"> Explain how English governing documents have limited government powers. 		
<ul style="list-style-type: none"> Identify examples of how English governing documents have provided rights for citizens. 		
<ul style="list-style-type: none"> Understand how English documents have influenced our understanding of the law. 		
The Enlightenment		
<ul style="list-style-type: none"> Describe the goals of the Enlightenment. 		
<ul style="list-style-type: none"> Identify Enlightenment ideas that created a new understanding of the role of government and the rights of citizens. 		
The Declaration of Independence		
<ul style="list-style-type: none"> Analyze the actions taken by the Declaration of Independence. 		
<ul style="list-style-type: none"> Examine early colonial events that led to the need for a declaration. 		
<ul style="list-style-type: none"> Identify the key principles contained in the Declaration of Independence. 		
The Need for a Constitution		
<ul style="list-style-type: none"> Analyze the weaknesses of the Articles of Confederation and its role in leading to the drafting of the US Constitution. 		
<ul style="list-style-type: none"> Explain the powers granted by the Articles of the Confederation to the states and to the federal government. 		
<ul style="list-style-type: none"> Identify the reasons for the creation of the Articles of Confederation. 		
Drafting the Constitution		
<ul style="list-style-type: none"> Analyze the effects of the Three-Fifths Compromise in ending the ratification debates over slavery. 		
<ul style="list-style-type: none"> Describe the key differences between states that led to debate during the Constitutional Convention. 		
<ul style="list-style-type: none"> Explain how the Great Compromise negotiated a plan for representation in Congress. 		
The Constitution		
Principles and the Preamble		
<ul style="list-style-type: none"> Analyze the purposes and functions of the government as stated in the Preamble. 		
<ul style="list-style-type: none"> Explain what the Constitution specifies about the role and structure of government. 		
Federalism in the Constitution		
<ul style="list-style-type: none"> Define the role and purpose of federalism. 		
<ul style="list-style-type: none"> Differentiate between types of state and federal powers. 		

Unit	Lesson	Lesson Objectives
	Article I: Congress	<p>Analyze the role of the Necessary and Proper Clause in establishing implied powers for Congress.</p> <p>Describe the structure of Congress as organized by Article I of the Constitution.</p> <p>Identify the expressed powers of Congress.</p>
	Article II: The Presidency	<p>Analyze the powers and duties of the President.</p> <p>Describe the structure of the executive branch as outlined by Article II of the Constitution.</p>
	Article III: The Courts	<p>Analyze the powers given to the judicial branch.</p> <p>Identify the structure of the judicial branch created by Article III of the Constitution.</p>
	Article IV-VII: The Role of the Constitution	<p>Describe the process of amending the Constitution.</p> <p>Describe the process of ratification.</p> <p>Examine the meaning of the Supremacy Clause.</p> <p>Identify the powers and requirements given to the states by Article IV.</p>
	Federalists and Anti-Federalists	<p>Explain the reasons for Federalist support of ratification.</p> <p>Identify Anti-Federalist objections to the Constitution.</p>
	The Supreme Court and the Role of Government	<p>Analyze how Gibbons v. Ogden expanded the idea of federal supremacy.</p> <p>Describe how McCulloch v. Maryland affected the powers of the federal government.</p> <p>Explain how Marbury v. Madison established the principle of judicial review.</p>
	Writing Workshop: The Purpose of Government	<p>Create a draft of an argumentative essay.</p> <p>Develop a claim about the purpose of government.</p> <p>Revise and finalize an argumentative essay.</p>
Civil Rights and Liberties		
	The Bill of Rights	<p>Describe the purpose of each of the ten amendments in the Bill of Rights.</p> <p>Explain how the Bill of Rights establishes civil liberties.</p>
	Your Rights: Freedom of Religion	<p>Analyze Court decisions concerning the First Amendment's establishment clause.</p> <p>Describe the purpose and language of the First Amendment.</p>
	Your Rights: Freedom of Expression	<p>Define the political rights of freedom of speech, press, and assembly.</p> <p>Explain the limits placed on First Amendment rights and the reasons why these limits are in place.</p>
	Your Rights: Due Process	<p>Analyze Supreme Court interpretations of the Fourth and Fifth Amendments.</p> <p>Describe the rights of the accused as found in the Fourth and Fifth Amendments.</p>

Unit	Lesson	Lesson Objectives
		<p>Your Rights: Trials and Punishments</p> <ul style="list-style-type: none"> Analyze how Supreme Court decisions created new interpretations of the Sixth and Eighth Amendments. Identify the rights of the accused as defined by the Sixth and Eighth Amendments. <p>Your Rights: Personal Privacy</p> <ul style="list-style-type: none"> Analyze the effects of major Supreme Court cases related to privacy rights. Define an individual's right to privacy and the limits to that right. Explain how the Ninth Amendment guarantees the unenumerated rights of the people. <p>The Fourteenth Amendment</p> <ul style="list-style-type: none"> Analyze the importance of the Fourteenth Amendment in incorporating the Bill of Rights. Describe the civil rights protections created by the Fourteenth Amendment. <p>The Supreme Court and Civil Rights</p> <ul style="list-style-type: none"> Analyze the ways the Constitution protects and limits the rights and powers of both government and individuals. Describe major Supreme Court cases involving Fourteenth Amendment Rights. Explain how the Supreme Court has reinterpreted civil rights over time. <p>Extending Voting Rights</p> <ul style="list-style-type: none"> Examine the effects of the Civil Rights Act and Voting Rights Act of the 1960s. Explain how the Fifteenth Amendment extended voting rights to African Americans. Summarize the contents of the Nineteenth and Twenty-Sixth Amendments. <p>Case Study: The Stolen Valor Act</p> <ul style="list-style-type: none"> Analyze the importance of legal precedent. Create an opinion that supports and defends a decision. Examine the facts of a civil rights case.
Government Institutions		
		<p>The House of Representatives</p> <ul style="list-style-type: none"> Describe the structure of the House of Representatives. Explain the function of the House of Representatives and what its members do. List the powers granted to the House of Representatives and the limits to those powers. <p>The Senate</p> <ul style="list-style-type: none"> Describe the structure of the Senate. Explain the function of the Senate and what its members do. List the powers granted to the Senate and the limits to those powers. <p>The Presidency and Its Powers</p> <ul style="list-style-type: none"> Describe the president's duties and roles. Discuss the president's powers and how they have been challenged or changed over time. Identify the structure and purpose of the office of president. <p>The Federal Bureaucracy</p> <ul style="list-style-type: none"> Describe the role of independent agencies in the executive branch. Explain the functions and duties of executive departments. Identify the role of the cabinet in leading the executive bureaucracy.

Unit	Lesson	Lesson Objectives
	The Judicial Branch	<ul style="list-style-type: none"> Describe the organization of the federal and state court systems. Explain the basics of the legal process.
	State Government	<ul style="list-style-type: none"> Describe how state governments can be structured. List the functions and duties of state governments.
	Local Government	<ul style="list-style-type: none"> Analyze the function and roles of local governments. Describe how local governments can be structured.
	Writing Workshop: Researching an Agency	<ul style="list-style-type: none"> Create an outline in response to an informative essay prompt. Identify the structure of government created by Arizona's Constitution. Revise and finalize an informative essay. Write a draft of an informative essay about a federal agency.
Civics and Participation		
	A Citizen's Responsibilities	<ul style="list-style-type: none"> Define citizen and the different types of citizenship status. Describe the requirements and responsibilities of citizens. List the qualities of a model citizen.
	Political Perspectives	<ul style="list-style-type: none"> Analyze the factors that influence a person's political beliefs. Identify major political ideologies.
	Political Parties	<ul style="list-style-type: none"> Analyze how political parties govern. Describe the rise and transformation of political parties. Explain how political parties are organized.
	Campaigns and Elections	<ul style="list-style-type: none"> Describe how campaigns are structured, held, and funded. Explain the primary and election process.
	Voting	<ul style="list-style-type: none"> Analyze voter turnout trends. Describe the process of voting. Explain issues surrounding the creation of voting districts.
	Interest Groups and Lobbying	<ul style="list-style-type: none"> Describe the purpose and influence of interest groups and public action committees. Examine the function and influence of lobbyists.
	The Media and Politics	<ul style="list-style-type: none"> Describe the ways media sources influence elections and the creation of policy. Examine the ways politicians use the media to communicate a message.

Unit	Lesson	Lesson Objectives
Public Policy		
	Creating Public Policy	<ul style="list-style-type: none"> Define public policy. Describe influences on the creation of public policy. Identify the ways public policy is made.
	Fiscal Policy	<ul style="list-style-type: none"> Analyze the government's main sources of expenditure. Describe the main sources of government funding on the federal, state, and local levels. Identify the purpose of taxation and its relation to public policy.
	Regulatory Policy	<ul style="list-style-type: none"> Distinguish between regulatory policy actions that establish financial and safety regulations. Explain why governments establish regulatory policy. Identify government agencies that create regulatory policy.
	Social Policy	<ul style="list-style-type: none"> Analyze the issues facing social security programs. Examine the factors that influence public assistance programs. Identify the government's role in establishing education policy.
	Foreign Policy	<ul style="list-style-type: none"> Describe how foreign policy is created and the factors influencing its creation. Examine the role and influence of international governmental and nongovernmental organizations. Identify the ways foreign policy is implemented and its impact.
	National Security Policy	<ul style="list-style-type: none"> Analyze the role of US military forces in ensuring national security and instigating global change. Examine the way economic interests have influenced US foreign policy decisions. Identify the effects of multilateral aid efforts involving the United States.
	Global Economic Policy	<ul style="list-style-type: none"> Describe economic foreign policy and why it is necessary. Examine the use of trade agreements, tariffs, sanctions, and aid in implementing policy.
	Case Study: Proposing Education Policy Solutions	<ul style="list-style-type: none"> Develop a policy to solve the issue. Explore a major issue in education. Write an opening statement for a candidate about the issue.

Unit	Lesson	Lesson Objectives
Industrialization and the Gilded Age		
New American Industries		
<p>Explain how the expansion of rail networks led to the growth of other industries, such as steel, coal, and meatpacking.</p> <p>Identify examples of advancements and inventions that increased the safety, reliability, and effectiveness of railroads.</p>		
Trusts and Big Business		
<p>Describe Rockefeller's horizontal integration practices.</p> <p>Explain Carnegie's vertical integration practices.</p> <p>Explain how monopolies and trusts reduced competition in the Gilded Age.</p>		
Labor Unions		
<p>Compare and contrast the Knights of Labor and the American Federation of Labor with respect to their founders, membership, goals, and ideologies.</p> <p>Examine the reasons for the rapid growth of labor unions in the late 1800s.</p> <p>Trace the development of the early labor movement in America.</p>		
Strikes and Unrest		
<p>Analyze the impact of the 1894 Pullman Strike.</p> <p>Assess the effectiveness of company management strategies that were used to suppress strikes.</p> <p>Explain the causes of the Great Railroad Strike of 1877, and describe the government's reaction to it.</p>		
Reforming Business		
<p>Describe the provisions of the Sherman Antitrust Act and the Interstate Commerce Act.</p> <p>Explain why early efforts to regulate business in the United States were largely unsuccessful.</p>		
Immigration and Urbanization		
Coming to America		
<p>Describe the immigration experience at Ellis Island and Angel Island.</p> <p>Explain what push and pull factors are and how they affect migration.</p>		
New Waves of Immigration		
<p>Compare and contrast the "new" immigrants of the 1880s with the "old" immigrants who had dominated migration prior to that time.</p> <p>Describe the major waves of immigration into the US from 1600-1900.</p> <p>Explain how immigration resulted in a more diverse nation by 1900.</p>		
The Immigrant Experience		
<p>Analyze the reasons for the rise of nativism in response to immigration.</p> <p>Describe the cultural and economic challenges facing new immigrants.</p> <p>Explain the relationship between immigrants and the cities in which they settled.</p> <p>Identify the provisions of the Chinese Exclusion Act and the reasons for wide-spread resistance to Chinese immigration.</p>		

Unit	Lesson	Lesson Objectives
The Growth of Cities		
<p>Analyze the reasons for segregation and division as cities evolved.</p> <p>Describe the urbanization that occurred in the US during the Industrial Age.</p> <p>Identify reasons for the growth of cities in the late 1800s.</p>		
Urban and Social Reforms		
<p>Analyze the reasons for the popularity of acculturation and Americanization programs.</p> <p>Describe the roles of Jane Addams, Jacob Riis, and Lincoln Steffens during the reform movements of the late 1800s and early 1900s.</p> <p>Explain the goals of the temperance movement and the Women's Christian Temperance Union.</p> <p>Explain the principles behind the social gospel movement.</p>		
Reforming Government		
<p>Describe the new forms of city government introduced during the Progressive Era.</p> <p>Describe the reforms proposed by Robert LaFollette.</p> <p>Explain the development of initiatives, referendums, and recalls as methods to increase citizen involvement.</p> <p>Identify the constitutional changes created by the 17th Amendment.</p>		
Writing Workshop: Summarizing Historical Trends		
<p>Relate the central trends within a historical event to your reader in an objective and clear manner.</p> <p>Vary sentence patterns to enhance the style of a text.</p> <p>Write an informative essay that summarizes the central trends in a historical event clearly and accurately.</p>		
Populism and the American West		
Going West		
<p>Define "manifest destiny" and "frontier," and explain the importance of these terms to American culture and identity.</p> <p>Describe examples of natural resources that spurred migration to the frontier.</p> <p>Identify American territorial gains from 1800 to 1860.</p>		
Homesteaders		
<p>Describe the reasons for the passage of the Homestead Act during the Civil War.</p> <p>Explain the challenges that homesteaders faced and the ways they overcame these challenges.</p> <p>Identify the criteria that were used to grant government land to homesteaders.</p>		
Expansion and American Indians		
<p>Analyze the reasons for the passage of the Dawes Act and describe its effects on American Indians.</p> <p>Define the term <i>reservation</i> and explain why reservations were first created.</p> <p>Examine the effects of the federal government's changing policies on American Indian tribes.</p> <p>Explain the provisions of the Indian Appropriations acts.</p>		

Unit	Lesson	Lesson Objectives
Farmers on a Closing Frontier		
<p>Describe the economic challenges facing America's farmers in the late 1800s.</p> <p>Evaluate the effectiveness of the Farmers' Alliances in addressing farmers' issues and creating political change.</p> <p>Explain how farmers used collectives, such as the Grange, to cut costs and advocate for change</p>		
The Populist Party		
<p>Describe reforms or changes desired by members of the Populist Party.</p> <p>Describe the factors leading to the rise of Populism in the West, and explain the effects of the movement in America.</p> <p>Identify William Jennings Bryan, and explain his impact on American politics.</p>		
Progressivism and Reform		
Early Progressivism		
<p>Describe the achievements of the progressive movement.</p> <p>Explain the decisions made by the Supreme Court that assisted or limited progressive reform.</p> <p>Explain the social and economic conditions that encouraged the growth of the progressive movement.</p> <p>List and describe goals shared by progressives.</p>		
The Muckrakers		
<p>Define the term "muckraker," and explain the contributions of individual muckrakers to the progressive movement.</p> <p>Describe Upton Sinclair's goals when writing <i>The Jungle</i> , and evaluate the novel's effect on the era of progressive reform.</p>		
Women's Rights and Suffrage		
<p>Examine the methods used by suffragists to win voting rights for women.</p> <p>Explain the goals of women progressives to improve women's position in society, including those of Margaret Sanger.</p> <p>Explain the role of women reformers in the early 1800s.</p> <p>Identify and describe influential people and events in the women's suffrage movement from the early 1800s to the passage of the 19th amendment.</p>		
Segregation and Accommodation		
<p>Analyze the <i>Plessy v. Ferguson</i> case and describe the ruling's effects on segregation.</p> <p>Explain the purpose for the passage of Jim Crow laws and describe the effects of these laws in the South.</p> <p>Identify Booker T. Washington and examine his approach to the issue of segregation.</p>		
Early Civil Rights Movements		
<p>Compare and contrast the positions of Booker T. Washington and W. E. B. Du Bois with regard to civil rights.</p> <p>Explain the purpose of the NAACP and describe this organization's strategies for improving civil rights in the US.</p> <p>Identify Marcus Garvey and examine his position on civil rights, including the "Back to Africa" movement.</p> <p>Identify W. E. B. Du Bois and explain his position with regard to civil rights.</p>		

Unit	Lesson	Lesson Objectives
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Roosevelt's Square Deal

- Describe the effects of the Square Deal on labor, corporations, and consumers.
- Explain how the Roosevelt administration increased efforts to conserve and protect the environment.
- Explain the goals of Theodore Roosevelt's Square Deal.
- Identify Theodore Roosevelt and describe his achievements.

Wilson's New Freedom

- Describe steps taken by the federal government to reform its monetary policies in the Progressive Era.
- Explain the impact of WWI on the progressive movement, and evaluate the successes and limits of progressive reform.
- Explain the provisions of Wilson's New Freedom, and identify his positions on banks, trusts, and tariffs.
- Identify and describe progressive reforms supported by Wilson during his presidency.

Imperialism and the Great War

The New Frontier

- Contrast the arguments for and against American imperialism.
- Define the term *imperialism*.
- Identify factors that led to increased imperialism around the world.

The Spanish-American War

- Explain how the Spanish-American War increased American influence around the world.
- Explain the principles of "yellow journalism," and evaluate its impact on US entry into the war.
- List and describe at least two factors which led to the US decision to declare war on Spain.
- Locate territories won by the United States following the Treaty of Paris (1898) on a world map.

Panama and Latin America

- Describe the events surrounding the construction of the Panama Canal and identify challenges faced during construction.
- Describe Theodore Roosevelt's "Big Stick" foreign policy.
- Explain Taft's "Dollar Diplomacy" and Wilson's "Moral Diplomacy" and compare these to Roosevelt's approach to foreign involvement.

Neutrality and the War in Europe

- Analyze the reasons for American isolationism and neutrality at the beginning of the war.
- Explain the long-term reasons for the alliances that formed in Europe prior to World War I.
- Identify the short-term crises that led to World War I.

American Involvement in the War

- Describe how the war impacted Americans on the home front.
- Evaluate the importance of the media and propaganda in encouraging a shift to active involvement in the war.
- Explain how Germany's use of unrestricted submarine warfare affected the war.
- Identify and explain at least three actions taken by the government to get ready for war.

Unit	Lesson	Lesson Objectives
A New Kind of Warfare		
<p>Analyze the significance of American forces' contributions to the Allies' victory in World War I.</p> <p>Describe the impact of new weapons and new technologies on the course of the war.</p> <p>Explain how trench warfare led to stalemates on World War I's battle fronts.</p>		
Wilson and the War		
<p>Analyze the reasons why the US Senate rejected the Treaty of Versailles and proposals to join the League of Nations.</p> <p>Describe how Wilson's idealism embodied his Fourteen Points.</p> <p>Describe the provisions of the Treaty of Versailles.</p> <p>Identify the conflicting points of view that influenced the peace process.</p>		
The 20s and the Great Depression		
Society in the 1920s		
<p>Analyze the changing role of women in American society.</p> <p>Describe the growing importance of mass media and the entertainment industry, and identify examples of prominent actors, athletes, or musicians of the era.</p> <p>Explain how the works of prominent authors of the 1920s reflected changing American culture.</p> <p>Explain the influence of Jazz Age culture.</p>		
The Great Migration		
<p>Analyze the contributions of African American authors to the Harlem Renaissance.</p> <p>Explain the importance of the Harlem Renaissance to American music.</p> <p>Identify the causes of the Great Migration and its effects on Northern cities.</p>		
Boom and Bust		
<p>Examine the effects of speculation and the extension of credit on the American economy.</p> <p>Identify the economic factors that contributed to the stock market crash of 1929.</p> <p>Understand the problem of overproduction and its role in slowing American economic growth.</p>		
Effects of the Great Depression		
<p>Describe how the Great Depression impacted American culture and media.</p> <p>Examine Hoover's response to the beginning of the Great Depression.</p> <p>Identify the economic and human consequences of the Great Depression.</p>		
The Dust Bowl and the American Farmer		
<p>Analyze the factors that encouraged widespread migration from the Dust Bowl to California.</p> <p>Describe the economic consequences of the Great Depression for America's farmers.</p> <p>Identify the agricultural practices that led to ecological disaster on the Great Plains.</p>		

Unit	Lesson	Lesson Objectives
Roosevelt's Hundred Days		
Analyze the changing role of government caused by Roosevelt's New Deal reforms.		
Describe the legislation and programs instituted by President Roosevelt during his first Hundred Days in office.		
Examine the candidacy of Franklin Roosevelt and describe the contents of his campaign platform.		
The Second New Deal		
Describe the reasons for the creation and passage of the Social Security Act.		
Examine the accomplishments of the WPA in promoting art and building public infrastructure.		
Identify the role of New Deal legislation in reforming American labor practices.		
World War II		
Fascism and Aggression		
Analyze the reaction in Europe and the US toward Hitler's actions.		
Describe acts of aggression committed by Germany and Japan during the 1930s.		
Describe individual liberties under fascism, and explain the differences between democratic and totalitarian forms of government.		
Explain the challenges facing Germany following World War I, and evaluate the effects of Hitler's rise to power.		
America's Entry into the War		
Analyze how the US moved from isolationism to active involvement as the war progressed.		
Describe the events surrounding the bombing of Pearl Harbor and Americans' reactions to the attack.		
Trace the early course of the war from the invasion of Poland through the end of 1941.		
Internment and the Constitution		
Describe the provisions of <i>Korematsu v. US</i> and explain why the Supreme Court upheld the legality of Japanese internment.		
Explain the effects of Executive Order 9066 and internment on Japanese Americans and other minority groups during the war.		
Identify the achievements of all-minority military units, including the Tuskegee Airmen, the Navajo Code Talkers, and Nisei regiments.		
A War on Many Fronts		
Explain the challenges faced by American forces in the Pacific theater, including early defeats and the treatment of those taken as prisoners of war.		
Explain why the Allies decided to pursue a "Europe-first" strategy, and trace the events in North Africa.		
Identify Dwight D. Eisenhower in his role as supreme Allied commander.		
Identify the major members of the Axis powers and the Allied forces.		
Turning Points in Europe		
Explain American contributions to the war in Europe, including those by generals George Patton and Omar Bradley.		
Trace the course of the Allied victory in Europe, including turning points such as Stalingrad, the Normandy Invasion, and the Battle of the Bulge.		

Unit	Lesson	Lesson Objectives
Turning Points in the Pacific		
<p>Describe Japanese resistance to American attacks as the war progressed and how this affected the American decision to use the atomic bomb.</p> <p>Describe the Allied "island-hopping" strategy in the Pacific, and identify significant battle locations.</p> <p>Evaluate why the Battle of Midway was a turning point in the Pacific.</p> <p>Explain the contributions of Americans in the Pacific theater, including those of Douglas MacArthur and Chester Nimitz.</p>		
End of the War in Europe		
<p>Recall and describe decisions reached by the Allies at the Yalta and Potsdam conferences, and explain challenges to those decisions.</p> <p>Explain the effects of World War II, such as the consequences of warfare, the establishment of the United Nations, and the creation of new political states.</p> <p>Given a postwar map of Europe, label significant changes that occurred.</p> <p>Trace the events leading to the end of the war in Europe.</p>		
End of the War in the Pacific		
<p>Describe the major events of the Manhattan Project and explain how it led to the development of the first nuclear weapon.</p> <p>Evaluate the Truman administration's decision to drop atomic weapons in Japan by describing arguments for and against the decision.</p> <p>Explain postwar measures instituted in Japan following the end of the war.</p>		
War Crimes and the Holocaust		
<p>Analyze the global community's response to the Holocaust.</p> <p>Describe the effects of the Holocaust, and identify the diverse groups of people targeted by Nazi Germany.</p> <p>Trace the development of Nazi anti-Semitic policies.</p>		
Writing Workshop: Argumentative Essay about History		
<p>Conduct appropriate research using multiple relevant print and digital sources, and use a standard form of source citation.</p> <p>Construct an argumentative essay that supports a specific claim or idea.</p> <p>Organize and write a clear and coherent argumentative essay based on reason and evidence using a style that is appropriate to the purpose and audience.</p> <p>Revise, edit, and rewrite for ideas, organization, and voice.</p>		
The Rise of the Cold War		
An Iron Curtain		
<p>Describe the purpose of the Truman Doctrine, and explain its connection to the policy of containment.</p> <p>Explain how the Soviets expanded their control over Eastern Europe.</p> <p>Explain the opposing postwar goals of the US and the USSR that led to the Cold War.</p> <p>Identify the purpose and postwar role of the United Nations.</p>		

Unit	Lesson	Lesson Objectives
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Treaties and Blocs

- Analyze the reasons for the creation of NATO and the Warsaw Pact.
- Describe the reasons for and effect of the Marshall Plan.
- Explain how the US and its allies responded to the Berlin blockade.

The Korean War

- Analyze the effects of the Korean War on the geography and politics of East Asia.
- Describe the course of the Korean War and the reasons for the war's outcome.
- Explain how the expansion of communism in Asia led to the Korean War.

McCarthyism

- Analyze the impact of McCarthyism on American society.
- Describe how Cold War fears led to increased suspicion of communist infiltration and spying in American society, and explain how these fears impacted views on civil liberties.
- Explain how the House Un-American Activities Committee (HUAC) impacted the American entertainment industry.
- Identify actions taken by the Truman administration to combat disloyalty in the federal government.

The Arms Race and the Space Race

- Analyze the reasons for the creation of NASA's Mercury and Gemini programs.
- Explain how nuclear deterrence and mutually assured destruction influenced the Cold War
- Explain how the arms race affected the Cold War and impacted defense spending in the US.
- Identify the impact of the Sputnik launch on the US.

Brinkmanship and Vietnam

- Compare Eisenhower's Cold War foreign policies with those of Truman.
- Describe how the Cold War impacted countries in Latin America and the Middle East during the Eisenhower administration.
- Evaluate the effect of the domino theory on the US decision to become involved in the civil war in Vietnam.
- Explain the concepts of the domino theory and John Foster Dulles's brinkmanship.

Civil Rights

Early Civil Rights Efforts

- Describe the role of the NAACP in pursuing legal strategies to end segregation.
- Examine the influence that ending the color barrier in baseball had on American culture.
- Explain the impact of the desegregation of America's armed forces.

Equal Education

- Describe the provisions of Brown v. Board of Education and its immediate effect on schools.
- Examine the opposition to the integration of Southern public schools.
- Explain the factors that led to the Brown v. Board of Education decision.

Unit	Lesson	Lesson Objectives
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Organizing to Demand Rights

- Analyze how civil rights advocacy groups used nonviolent resistance techniques to achieve their goals.
- Examine the importance of the Montgomery Bus Boycott in creating support for nonviolent resistance.
- Identify the role of the Nation of Islam and Malcolm X in the civil rights movement.

Civil Rights and Voting Rights

- Analyze the effects of the 1964 Civil Rights Act.
- Describe the importance of the Selma voting rights marches.
- Examine the impact of the Voting Rights Act of 1965.
- Examine the role of the March on Washington in promoting and securing civil rights for African Americans.

Other Perspectives on Civil Rights

- Analyze the impact of violent "race riots" on US society in the 1960s.
- Describe the evolution of the Black Power movement in the quest for racial equality.
- Describe the relationship between the Nation of Islam and Malcolm X.

Extending Civil Rights

- Analyze the growth of advocacy for Asian American civil rights and cultural awareness.
- Describe the emergence of the Chicano movement and the importance of Cesar Chavez as a leader for farm workers' rights.
- Examine the impact of civil rights demonstrations that pursued rights for American Indians.

Era of Cultural Change

The Cold War and Cuba

- Analyze the events of the Cuban Missile Crisis and its impact on the Cold War.
- Describe how the US relationship with Cuba led to the invasion of the Bay of Pigs.
- Explain Kennedy's response to the USSR's creation of the Berlin Wall.

Kennedy and a New Frontier

- Analyze the impact of Kennedy's assassination on the nation.
- Describe the effects of Kennedy's domestic policies on society, the economy, and the environment.
- Examine the legacy of Kennedy's commitment to space exploration.

Expansion of the Vietnam War

- Analyze the effects of the Tet Offensive on the course of the war.
- Describe the challenges facing American soldiers fighting the war in Vietnam.
- Examine the reasons for increased US military involvement in Vietnam.

The Counterculture

- Analyze the impact of the counterculture on American society.
- Describe the growing division in American society over support for the Vietnam War.
- Examine the impact of the antiwar movement.

Unit	Lesson	Lesson Objectives
Johnson's Great Society		
<p>Describe the steps taken by Johnson to help the country transition after the Kennedy assassination.</p> <p>Evaluate the successes and controversies created by Great Society programs.</p> <p>Identify the main components of Johnson's Great Society plan for America.</p>		
The Warren Court		
<p>Analyze the impact of the Warren Court's decisions on First Amendment rights.</p> <p>Describe the positions taken by the Warren Court in regard to the right to privacy.</p> <p>Explain how the Warren Court clarified the rights of the accused.</p> <p>Identify the role of the Supreme Court in American law.</p>		
Changing Immigration		
<p>Describe the effects of modern immigration trends on American society.</p> <p>Describe the reasons for a rise in Asian immigration to the United States.</p> <p>Identify changes to Latin American immigration to the United States.</p> <p>Identify the effects of the passage of the Immigration Act of 1965.</p>		
A Political Turning Point		
<p>Describe the reasons for the protests at the Democratic National Convention in 1968.</p> <p>Evaluate the significance of the assassinations of Martin Luther King, Jr. and Robert Kennedy.</p> <p>Explain the reasons for Richard Nixon's victory and the issues he faced as an incoming president.</p>		
The 70s and 80s		
Fall of Vietnam		
<p>Analyze the impact of ongoing protests against the Vietnam War during Nixon's presidency.</p> <p>Describe the final phases of the Vietnam War.</p> <p>Examine the impact of the Vietnam War, including passage of the Twenty-Sixth Amendment and the War Powers Act.</p>		
Watergate and the Ford Years		
<p>Analyze the constitutional issues the Watergate scandal raised.</p> <p>Assess the challenges facing President Ford following Nixon's resignation.</p> <p>Explain the events of the Watergate scandal and how it was brought to public attention.</p>		
Carter and the Middle East		
<p>Explain President Carter's response to foreign crises in Afghanistan and Iran.</p> <p>Identify the effects of President Carter's efforts to promote détente and create peace agreements in the Middle East.</p>		
Women's Rights Movement		
<p>Analyze the impact of Roe v. Wade on American society.</p> <p>Describe the reasons for a growing women's rights movement in the 1960s and 1970s.</p> <p>Examine the history and impact of the National Organization for Women.</p>		

Unit	Lesson	Lesson Objectives
Reagan and the 1980s		
<p>Analyze the effects of Reagan's conservative policies on domestic events.</p> <p>Describe the reasons for Reagan's victory in the election of 1980.</p> <p>Examine Reagan's economic policy and its effect on the US economy.</p>		
The End of the Cold War		
<p>Describe the significance of the fall of the Berlin Wall.</p> <p>Examine the role of the Bush administration and Gorbachev's reforms in the collapse of the Soviet Union.</p> <p>Explain the ongoing role of communism in China and Cuba.</p>		
America in the Modern World		
The Bush Presidency		
<p>Analyze the effects of economic challenges, including taxes and the savings and loan scandal, on Bush's presidency.</p> <p>Describe the environmental and social issues facing the Bush administration.</p> <p>Examine Bush's foreign policy with respect to Latin America and the Middle East.</p>		
The Clinton Administration		
<p>Describe the impact of social legislation and initiatives during the Clinton administration.</p> <p>Explain Clinton's approach to foreign policy crises in the Caribbean, Africa, and Eastern Europe.</p> <p>Identify Clinton's economic plans and policies.</p>		
September 11, 2001		
<p>Analyze the effects of the attacks on American society and the economy.</p> <p>Describe the impact of 9/11 on American government and policy.</p> <p>Summarize the events of 9/11.</p>		
America in the Bush Years		
<p>Describe the Bush administration's response to domestic crises, such as Hurricane Katrina and the recession of 2008.</p> <p>Evaluate the impact of the Bush administration's domestic policy with respect to education, the economy, and immigration.</p> <p>Summarize the events and the controversy surrounding the 2000 presidential election.</p>		
Military Intervention in the Middle East		
<p>Analyze the effects of the United States' decision to go to war with Iraq.</p> <p>Describe US involvement in Afghanistan and the expansion of the War on Terror.</p>		
The Obama Presidency		
<p>Analyze the foreign policy challenges of the Obama presidency.</p> <p>Discuss the historical significance of the 2008 presidential election.</p> <p>Examine the domestic policies of the Obama administration, and explain the effects of the recession on his presidency.</p>		

Unit	Lesson	Lesson Objectives
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The New World

English Exploration

- Describe the reasons for the failure of early English settlements.
- Evaluate the successes and failures of Jamestown.
- Identify the goals of the Virginia Company.

French and Dutch Exploration

- Describe the importance of the fur trade, farming, and the Mississippi River to the establishment of New France.
- Examine the reasons for early French exploration of the Americas, including the voyages of Verrazano and Cartier.
- Explain the influence of trade on the establishment of New Netherland and New Amsterdam.

Explorers and American Indians

- Analyze the reasons for hostility between eastern American Indian groups and English settlements.
- Describe French trade and settlement along the St. Lawrence River and the effects on American Indians in the region.
- Explain the effects of Spanish missions on American Indians and their cultures.

The Middle Passage

- Describe the conditions experienced by slaves who were forced to travel the Middle Passage.
- Describe the impact of slavery on Africa and the Americas.
- Explain the economic and agricultural reasons for the establishment of slavery in the Caribbean.

Colonization

- Describe motivations for the English colonization of North America.
- Explain how geography affected the settlement of the thirteen colonies.
- Identify the geographic features of the eastern United States.

The New England Colonies

- Analyze the relationships between colonists and American Indians in New England.
- Describe political and social challenges faced by early New England colonies.
- Describe the founding and settlement of the Plymouth and Massachusetts Bay colonies.
- Explain how religion affected colonial society in New England.

The Southern Colonies

- Analyze the relationships between colonists and American Indians.
- Describe the founding and settlement of each southern colony.
- Describe the political, economic, and social characteristics of each southern colony.
- Explain the role of indentured servitude and slavery in the economy of the southern colonies.

Unit	Lesson	Lesson Objectives
The Middle Colonies		
<p>Describe the political, economic, and social characteristics of each of the middle colonies.</p> <p>Explain the effects of the transfer of Dutch colonies to Great Britain.</p> <p>Explain the role of religion in the founding of Maryland and Pennsylvania, including the role of proprietorship.</p> <p>Identify the reasons for the founding and settlement of the middle colonies.</p>		
Colonial Life		
<p>Compare the social characteristics of different American colonial regions.</p> <p>Describe how democratic principles and self-government were established in the colonies.</p> <p>Describe the colonists' early conflicts and relationships with American Indians.</p> <p>Explain the British government's management of its colonial holdings, including the principle of salutary neglect.</p>		
Road to Revolution		
New Economies		
<p>Contrast the competing economic views between the British government and the colonists.</p> <p>Describe the economies of the southern, middle, and New England colonies.</p> <p>Explain the purpose and effects of British laws that restricted trade in the colonies.</p>		
The Growth of Slavery		
<p>Compare the nature of slavery in the southern, middle, and New England colonies.</p> <p>Contrast the experiences of free blacks and enslaved people in the colonies.</p> <p>Describe the evolution of slave codes in the colonies.</p> <p>Explain the causes of the shift from indentured servitude to slavery in the colonies.</p>		
The Enlightenment		
<p>Describe the impact of the Glorious Revolution and the Bill of Rights on the colonies.</p> <p>Explain the contributions of Enlightenment thinkers to political ideas in the colonies.</p> <p>Identify the political principles supported by new thinkers in the Enlightenment.</p>		
The French and Indian War		
<p>Explain the significance of the Albany Plan of Union.</p> <p>Identify and describe the causes of the French and Indian War.</p> <p>List and describe the effects of the French and Indian War.</p>		
Colonial Leaders		
<p>Describe how the backgrounds of colonial leaders shaped their points of view.</p> <p>Explain the opinions of British leaders on colonial affairs.</p> <p>Explain the role and contributions of women in colonial society during the Revolutionary Era.</p>		

Unit	Lesson	Lesson Objectives
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Taxes and Protest

- Analyze the strategies used by colonists to protest British taxes.
- Describe the events of the Boston Massacre.
- Explain the reasons for the Stamp Act and its effect on the colonies.

Colonial Resistance

- Analyze the events that led to the fighting at Lexington and Concord.
- Describe the colonial reaction to the passage of the Tea Act.
- Identify the effects of the Intolerable Acts.

Writing Workshop: Creating an Argumentative Essay

- Create written arguments that that develop a thesis, address counterarguments, and provide effective conclusions.
- Revise a draft by checking for appropriate format, voice, word choice, and tone.
- Write an argumentative essay that clearly states and supports a central claim.
- Write persuasively to influence the attitudes and ideas of the essay's readers.

The War of Independence

The Revolution Begins

- Analyze Paine's arguments for independence after reading a passage from *Common Sense*.
- Describe the effects of the Siege of Boston and the Battle of Bunker Hill.
- Explain the importance of *Common Sense* to the growth of revolutionary spirit in the colonies.
- Identify the steps taken by the Second Continental Congress to organize the thirteen colonies into a new nation.

The Declaration of Independence

- Analyze the reasons for colonists' grievances against British rule.
- Describe the connection between the Declaration of Independence and earlier documents that influenced it.
- Explain the purpose of the Declaration and the process used to draft and ratify it.

Battles of the Revolutionary War

- Describe the hardships faced by the Continental army at the beginning of the Revolutionary War.
- Explain how the battles at Trenton and Saratoga inspired colonial resistance and rallied the Continental army.
- Identify the steps taken by the thirteen colonies to fund and organize a war effort.

Turning Points in the War

- Describe the battle of Yorktown and the reasons for the end of the American Revolution.
- Explain how key battles and acts of leadership served as rallying points for the colonial cause during the Revolutionary War.
- Explain the reasons for French and Spanish involvement in the American Revolution.

Unit	Lesson	Lesson Objectives
A Weak Confederation		
<p>Analyze the effects of the Land Ordinance of 1785 and the Northwest Ordinance of 1787 on settlement.</p> <p>Describe the provisions of the Articles of Confederation.</p> <p>Explain the failure of the articles to provide an organized financial system, a stable economy, and military protection for the colonies.</p>		
Compromise and the Constitution		
<p>Describe the government structures proposed by the Virginia Plan and the New Jersey Plan.</p> <p>Explain the importance of compromise when drafting the Constitution.</p> <p>Identify the leaders of the Constitutional Convention and the initial ideas they proposed.</p> <p>Identify the reasons for dissent and disagreement among the delegates as the Constitution was written.</p>		
The Ratification Debate		
<p>Analyze Anti-Federalist objections to the Constitution and to a stronger federal government.</p> <p>Describe the obstacles the Constitution faced during the process of ratification.</p> <p>Explain the arguments presented by supporters of the Constitution in "The Federalist Papers."</p>		
The Constitution		
<p>Describe the distribution of power between states and the federal government.</p> <p>Explain how the Constitution creates a government structure that separates powers and establishes checks and balances.</p> <p>Explain the process required to amend the Constitution.</p> <p>Identify the democratic rights and powers given to the people by the Constitution.</p>		
The Bill of Rights		
<p>Describe the legal protections given by the Bill of Rights to the accused and imprisoned.</p> <p>Explain how the Bill of Rights protects additional rights and powers for states and individuals.</p> <p>Identify the freedoms provided to all citizens by the Bill of Rights.</p>		
A New Nation		
Washington's Presidency		
<p>Contrast Jefferson's opinions on the interpretation of the Constitution with the opinions of the Federalists.</p> <p>Describe the challenges faced by the new nation during Washington's first term.</p> <p>Explain Alexander Hamilton's plan to help the nation's finances.</p>		
Political Parties		
<p>Contrast the points of view of Washington and Jefferson on the French Revolution.</p> <p>Describe the impact of the Whiskey Rebellion.</p> <p>Identify the beliefs of the early Federalist and Democratic-Republican Parties.</p>		

Unit	Lesson	Lesson Objectives
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Adams's Presidency

- Describe the provisions of the Alien and Sedition Acts.
- Explain how the election of 1800 was a turning point in American history.
- Explain how the growing conflict between the US and France threatened American neutrality.
- Identify the purpose of the Virginia and Kentucky Resolutions and explain how they established the principle of nullification.

Expansion and Settlement

- Analyze the reasons for the acquisition of the Louisiana Territory.
- Describe the accomplishments of the Lewis and Clark expedition.
- Explain the provisions of the Northwest Ordinance of 1787 and explain its impact on American expansion.
- Identify reasons why the physical geography of the Old Northwest region made it attractive for settlement.

Marshall's Court

- Analyze the effects of *Gibbons v. Ogden* on the role of the federal government in business matters.
- Describe how *McCulloch v. Maryland* defined the powers of Congress.
- Explain how *Marbury v. Madison* defined the powers of the Supreme Court.

The War of 1812

- Describe the roles played by American Indian tribes during the war.
- Describe the war's major battles and the reasons for a stalemate.
- Evaluate the impact of the war on the United States.
- Identify the causes of the War of 1812.

The Monroe Doctrine

- Describe how revolutions in Latin America led to the formation of the Monroe Doctrine.
- Evaluate the effects of the Monroe Doctrine.
- Explain how the American victory in the War of 1812 led to an increased sense of nationalism.
- Locate the United States's territorial gains between 1803 and 1819.

Jacksonian Democracy

Expanding Democracy

- Describe the factors that influenced the election of 1828.
- Explain how the "corrupt bargain" of 1824 led to the formation of a new political party.
- Identify the changes in democratic participation that occurred during the Jackson Era.

The National Bank

- Analyze Jackson's decision to veto the national bank.
- Describe the accomplishments of the Jackson presidency.
- Explain the impact of the spoils system on American politics.

Unit	Lesson	Lesson Objectives
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Reform Movements

- Describe reformers' responses to social issues during the early 1800s.
- Describe the characteristics of American society in the Jackson Era.
- Explain the causes of the Second Great Awakening, and describe its effects on American culture.

Early Immigration

- Compare and contrast immigrants of the early 1800s with those who arrived in earlier time periods.
- Describe the effects of increased immigration on American society.
- Explain the reasons for the discrimination faced by many immigrants in the early 1800s.
- Identify the causes for new waves of immigration seen in the 1830s and 1840s.

Rights for Women

- Describe the provisions of the Seneca Falls Declaration of Sentiments.
- Describe the role of women in America in the 1800s.
- Explain the significance of the Seneca Falls Convention.
- Identify the legal restrictions faced by women in the early 1800s.

Sectionalism

Key Content Review: Manifest Destiny

- Analyze how westward expansion forced American Indians off their land.
- Describe how trappers, traders, and explorers opened up the American frontier to settlement.
- Examine how westward expansion and Manifest Destiny created a new American spirit and identity.
- Explain how the US acquired various western territories.

The Industrialized North

- Analyze the impact of industrialization on factory workplaces and the populations of Northern cities.
- Describe the impact of the transportation revolution on the US economy.
- Examine the effects of rapid industrialization on the economy and society of the North.
- Identify the reasons for the rise of nativism in response to immigration in cities.

The Economic Impact of Slavery

- Compare and contrast the economic systems in the North and the South.
- Examine the impact of technological innovations on the expansion of slavery.
- Identify the role of slavery in the society and economy of the South.

The Nullification Crisis

- Compare and contrast the political views of congressional leaders with regard to states' rights, federalism, and sectionalism.
- Describe the events of the nullification crisis.
- Examine the growing debate over states' rights in the early and mid-1800s.

Unit	Lesson	Lesson Objectives
Slavery in American Culture		
<p>Analyze the role of Uncle Tom's Cabin in bringing awareness to the condition of the enslaved.</p> <p>Describe the ways enslaved African Americans maintained their culture and traditions.</p> <p>Examine the living and working conditions experienced by enslaved workers in the South.</p>		
Rise of Abolitionism		
<p>Analyze the role of print media in spreading antislavery sentiment.</p> <p>Examine the role of the Second Great Awakening in promoting the abolitionist cause.</p> <p>Identify the contributions of early abolitionist leaders.</p>		
The Missouri Compromise		
<p>Describe the significance of the Missouri Compromise of 1820.</p> <p>Examine the debate over whether to admit new states into the Union as free or slave.</p>		
Rising Tensions		
The Mexican-American War		
<p>Describe the reasons for the Mexican-American War.</p> <p>Explain the importance of the territories acquired by the US from Mexico as a result of the Mexican-American War.</p> <p>Identify the significant events of the Mexican-American War and the effects of the conflict.</p>		
Temporary Compromise		
<p>Analyze the debate over slavery as it pertained to the acquisition of new territories west of the Mississippi.</p> <p>Describe the significance of the Compromise of 1850 and the Fugitive Slave Act.</p> <p>Explain the events surrounding the California Gold Rush, and analyze its effect on westward expansion.</p>		
Kansas and Nebraska		
<p>Analyze the debate that surrounded the admission of Kansas and Nebraska as states to the Union.</p> <p>Describe the reactions and escalating violence that resulted from the passage of the Kansas-Nebraska Act.</p> <p>Explain the Kansas-Nebraska Act and what it did.</p>		
Dred Scott and the Slavery Debate		
<p>Analyze the impact of the case on the Missouri Compromise and the future of slavery in the United States.</p> <p>Describe events and details surrounding the Dred Scott case.</p> <p>Explain the reasons for the Supreme Court's ruling in the case.</p>		
Lincoln		
<p>Compare and contrast the viewpoints held by Lincoln and Douglas with regard to slavery and its expansion in the territories.</p> <p>Describe the emergence of Abraham Lincoln as a leader of the Republican Party.</p> <p>Examine the establishment of the Republican Party and outline its political views.</p>		

Unit	Lesson	Lesson Objectives
Southern Secession		
<p>Analyze the South's reaction to the results of the election.</p> <p>Describe the political climate surrounding the election of 1860.</p> <p>Examine the creation of the Confederate States of America.</p>		
Writing Workshop: Evaluating Research Questions and Sources in History		
<p>Apply strategies for gathering, organizing, and evaluating sources for research writing.</p> <p>Generate effective research questions to direct study.</p> <p>Use MLA citation correctly.</p>		
The Civil War		
Fort Sumter and the Confederacy		
<p>Contrast the ideas in the inaugural addresses of Abraham Lincoln and Jefferson Davis.</p> <p>Describe the events that led to the attack on Fort Sumter.</p> <p>Explain the effects of the Battle of Fort Sumter.</p>		
Mobilizing for War		
<p>Analyze the early war strategies of the Union and the Confederacy.</p> <p>Compare the strengths and weaknesses of the Union and the Confederacy as both sides prepared for war.</p> <p>Identify important military leaders of the Union and the Confederacy.</p>		
Early Successes for the South		
<p>Analyze the significance of the Battle of Bull Run.</p> <p>Describe the impact of the Battle of Fredericksburg and Chancellorsville on the early course of the war.</p> <p>Explain the reasons for stalemates in early battles such as Antietam.</p>		
Emancipation		
<p>Describe the contributions of African Americans during the Civil War.</p> <p>Explain the reasons for Lincoln's creation of the Emancipation Proclamation.</p> <p>Identify the effects of the Emancipation Proclamation.</p>		
Life During the War		
<p>Compare the daily lives of soldiers on both sides.</p> <p>Compare the economic and political challenges facing both sides during the war.</p> <p>Identify the role of women on the front lines and on the home front.</p>		
Turning Points		
<p>Examine why the Union victory at Gettysburg was a turning point in the war.</p> <p>Explain the significance of the capture of Vicksburg and New Orleans.</p> <p>Identify the reasons for the Union's success in the west.</p>		

Unit	Lesson	Lesson Objectives
Southern Surrender		
<p>Analyze the impact of Grant's strategy of total war on the weakening of the Southern forces.</p> <p>Describe the events that led to Lee's surrender at Appomattox.</p> <p>Explain the reasons for Lincoln's reelection in 1864.</p>		
The Aftermath of the War		
<p>Analyze the immediate impact of Lincoln's assassination.</p> <p>Describe the experiences of people freed from slavery immediately following the war.</p> <p>Examine the postwar problems facing the North and the South.</p>		
Reconstruction		
Presidential Reconstruction		
<p>Describe Lincoln's goals for Reconstruction and the opposition he faced in Congress.</p> <p>Examine the impact of the creation of black codes throughout the South.</p> <p>Identify Johnson's plans for Reconstruction.</p>		
Radical Reconstruction		
<p>Analyze Congress's response to Presidential Reconstruction.</p> <p>Describe the implementation of the Reconstruction Acts in the South.</p> <p>Identify the reasons for the impeachment of President Johnson.</p>		
Constitutional Amendments		
<p>Describe the impact of the Thirteenth Amendment on slavery and African Americans' lives.</p> <p>Explain the influence of the Fourteenth Amendment on civil rights.</p> <p>Identify the impact of the Fifteenth Amendment on voting rights for African Americans.</p>		
African Americans and Reconstruction		
<p>Examine the impact of the Freedmen's Bureau on African Americans in the South.</p> <p>Explain reasons for increased African American participation in politics during Reconstruction.</p>		
Supremacy Movements		
<p>Analyze the factors that contributed to the growth of white supremacy groups during Reconstruction.</p> <p>Describe the impact of race-related violence on Southern culture and African American society.</p> <p>Examine the federal response to white supremacy groups and race-related violence during Reconstruction.</p>		
Southern Redemption		
<p>Analyze the reasons for the resurgence of Democratic Party leadership in the South.</p> <p>Describe the disputed presidential election of 1876 and its effect on the end of Reconstruction.</p> <p>Explain the impact of the removal of the military on African Americans and white Republicans in the South.</p>		

Unit	Lesson	Lesson Objectives
Sharecropping		
<p>Analyze the effects of sharecropping on the economy and society of the South.</p> <p>Describe the development of sharecropping and tenant farming during Reconstruction.</p> <p>Identify the positives and negatives of sharecropping for African Americans in the South.</p>		
The Rise of Jim Crow		
<p>Analyze the impact of the Supreme Court's decision that the Civil Rights Act of 1875 was unconstitutional.</p> <p>Describe the creation of Jim Crow laws and the effects of opposition to these laws.</p> <p>Examine the use of voting laws to disenfranchise African Americans and limit their rights.</p>		
Industrialization and the West		
A New Revolution		
<p>Describe the reasons the United States became more industrialized after the Civil War.</p> <p>Explain the demographic changes that resulted from industrialization.</p> <p>Identify the effects of the growth of America's railroads on business and settlement.</p>		
Trusts and Big Business		
<p>Describe how Rockefeller built a monopoly.</p> <p>Explain how Carnegie built a monopoly.</p> <p>Explain how monopolies and trusts reduced competition in the Gilded Age.</p>		
Technology and Society in the Industrial Age		
<p>Analyze how new inventions changed life during the Industrial Age.</p> <p>Describe the advancements made in communications and transportation during the Industrial Age.</p> <p>Describe the influence of Thomas Edison's inventions on culture and society.</p>		
A Worker's Life		
<p>Describe the excesses of the Gilded Age and the growing economic divide between the wealthy industrialists and the average American worker.</p> <p>Describe the working conditions typically found in American factories during the industrial era.</p> <p>Explain the impact of industrialization with respect to women, children, and families.</p> <p>Explain the principles of mass production.</p>		
Labor and Unrest		
<p>Describe the events of the 1894 Pullman strike, and explain its effects on the labor movement.</p> <p>Identify examples of company and government tactics that slowed unions' growth and stopped unions' effectiveness.</p> <p>Identify goals of labor unions during the 1800s.</p>		
New Immigration		
<p>Compare and contrast the "new" immigrants of the 1880s with the "old" immigrants who came earlier.</p> <p>Describe the immigration experience, including the challenges immigrants faced after arrival.</p> <p>Explain what push and pull factors are and how they affect migration.</p>		

Unit	Lesson	Lesson Objectives
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The Immigrant Experience

- Analyze the reasons for the rise of nativism in response to immigration.
- Describe the cultural and economic challenges facing new immigrants.
- Explain the relationship between immigrants and the cities in which they settled.
- Identify the provisions of the Chinese Exclusion Act and the reasons for widespread resistance to Chinese immigration.

Urbanization in America

- Describe the problems of poverty and overcrowding in cities during the industrial era.
- Explain the differences in the standard of living between classes in urban societies and the problems created by these differences.
- Explain why urbanization occurred in the US during the industrial era.

Homesteaders and the Transcontinental Railroad

- Describe the challenges faced during construction of the transcontinental railroad.
- Describe the passage of the Homestead Act and analyze its effects on the settlement of the West.
- Explain at least three effects of railroad construction on the western United States.

American Indians on a Closing Frontier

- Describe at least two changes to federal Indian policies that occurred as a result of increased western settlement.
- Explain how the expansion in the West and the construction of the railroad affected American Indian populations in the region.
- Identify two battles fought between American Indians and the US Army, and explain the results of those conflicts.

Unit	Lesson	Lesson Objectives
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Representing Relationships**Quantitative Reasoning**

- Describe a quantitative relationship shown in a table or graph, including graphs without scales.
- Interpret a graph given with or without a scale to determine the quantitative relationship it describes.

Dimensional Analysis

- Use dimensional analysis to convert units and compare quantities, attending to limitations on the unit of measurement.

Writing and Solving Equations in Two Variables

- Determine a two-variable linear equation that represents a scenario, identifying constraints on the variables in terms of the context.
- Solve for an unknown quantity in a two-variable linear equation, given one of the values.

Writing and Graphing Equations in Two Variables

- Construct a table of values and a graph for a two-variable linear equation that models a situation, pointing out solutions that are viable or not viable based on the context.
- Interpret graphs and rates by examining the quantities represented by each axis.
- Write a two-variable linear equation to model a quantitative relationship, describing the constraints of the model based on the context.

Introduction to Functions

- Analyze a mapping diagram, table, graph, or scenario to recognize functional relationships.
- Determine the domain and range of a functional relationship given in a mapping diagram, table, graph, or scenario.

Function Notation

- Identify the input and output of a functional relationship, pointing out constraints on the domain and range.
- Interpret function notation that models a real-world situation.
- Use function notation to represent a functional relationship.

Evaluating Functions

- Analyze a function represented by an equation, table, or graph to determine the output when given the input, and vice versa.
- Find input and output values of two functions graphed in the same coordinate plane.
- Write the inverse of a given linear function.

Analyzing Graphs

- Use the graph of a function to determine the key aspects, using interval notation where applicable.

Analyzing Tables

- Given a table of values for a continuous function, make predictions about the key features of the graph of the function.

Recognizing Patterns

- Analyze a sequence of numbers to determine the pattern, and identify whether it is arithmetic or geometric.
- Use a recursive rule to calculate a term of a sequence.
- Write a recursive rule for a sequence.

Unit	Lesson	Lesson Objectives
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Linear Functions**Introduction to Linear Functions**

Calculate the rate of change of a function and, if constant, the initial value of the function.

Determine if a relationship is linear by analyzing the rate of change.

Slope of a Line

Determine the slope of a line from a graph, table of values, or ordered pairs.

Identify if the slope of a linear relationship is zero, positive, negative, or undefined.

Interpret slope in the context of real-world scenarios.

Slope-Intercept Form of a Line

Analyze how a change in a parameter of a linear function affects its graph or the scenario it represents.

Identify the slope and y-intercept of a linear function, and use them to graph the function.

Write a linear function, in slope-intercept form, for a given relationship.

Point-Slope Form of a Line

Graph a line given its equation in point-slope form, identifying the slope and intercepts.

Write the equation of a line given its slope and a point on the line in point-slope form, and express the relationship as a function.

Writing Linear Equations

Use linear models to solve problems.

Write two-variable linear equations in different forms using varying pieces of information about the relationships.

Special Linear Relationships

Determine if a relationship is a direct variation.

Find the constant of variation in a direct variation.

Write an equation for a direct variation.

Write recursive and explicit rules for arithmetic sequences using function notation.

Linear Equations and Inequalities**Solving Linear Equations: Variable on One Side**

Create one-variable linear equations, having the variable on one side only, to model and solve problems.

Determine the input value that produces the same output value for two functions from a table or graph.

Explain the steps used to solve a one-variable linear equation having the variable on one side only.

Solve one-variable linear equations having the variable on one side only, pointing out solutions that are viable or not viable in a modeling context.

Solving Linear Equations: Variables on Both Sides

Create one-variable linear equations, having the variable on both sides, to model and solve problems.

Explain the steps used to solve a one-variable linear equation having the variable on both sides.

Solve one-variable linear equations having the variable on both sides using tables, graphs, or algebra, pointing out solutions that are viable or not viable in a modeling context.

Unit	Lesson	Lesson Objectives
		<p>Solving Linear Equations: Distributive Property</p> <ul style="list-style-type: none"> Create one-variable linear equations involving the distributive property to model and solve problems. Determine if a one-variable linear equation has zero, one, or infinite solutions. Solve one-variable linear equations involving the distributive property. <p>Solving Mixture Problems</p> <ul style="list-style-type: none"> Use a table to organize information given in mixture problems. Write and solve one-variable linear equations to model and solve mixture problems. <p>Solving Rate Problems</p> <ul style="list-style-type: none"> Use a table to organize information given in time-distance-rate and work problems. Write and solve one-variable linear equations to model and solve time-distance-rate and work problems. <p>Literal Equations</p> <ul style="list-style-type: none"> Rearrange a literal equation to highlight a quantity of interest and use it to solve problems. <p>Solving Absolute Value Equations</p> <ul style="list-style-type: none"> Create absolute value equations to model and solve problems. Solve absolute value equations using tables or algebra, pointing out solutions that are viable or not viable in a modeling context. <p>Solving One-Variable Inequalities</p> <ul style="list-style-type: none"> Explain the steps used to solve a multistep one-variable linear inequality. Graph the solution sets of one-variable linear inequalities. Solve multistep one-variable linear inequalities. <p>Introduction to Compound Inequalities</p> <ul style="list-style-type: none"> Relate the solution set of a compound inequality to its graph. Write compound inequalities to model problems.
		<p>Systems of Equations and Inequalities</p> <p>Solving Systems of Linear Equations: Graphing</p> <ul style="list-style-type: none"> Analyze a system of linear equations to determine if it has one solution, no solution, or infinitely many solutions. Use technology to find or approximate the solution of a system of linear equations graphically. <p>Solving Systems of Linear Equations: Substitution</p> <ul style="list-style-type: none"> Interpret the solution of a system of linear equations in a modeling context. Solve a system of linear equations using substitution. <p>Solving Systems: Introduction to Linear Combinations</p> <ul style="list-style-type: none"> Interpret the solution of a system of linear equations in a modeling context. Solve systems of linear equations using linear combinations, limiting the systems to those that do not require multiples of both equations. Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

Unit	Lesson	Lesson Objectives
Solving Systems of Linear Equations: Linear Combinations		
Interpret the solution of a system of linear equations in a modeling context.		
Solve a system of linear equations using linear combinations.		
Modeling with Systems of Linear Equations		
Create a system of linear equations to model a problem.		
Interpret the solution of a system of linear equations in a modeling context.		
Graphing Two-Variable Linear Inequalities		
Relate the graph of a two-variable linear inequality to its algebraic representation.		
Modeling with Two-Variable Linear Inequalities		
Create a two-variable linear inequality to model a problem.		
Graph the solutions to a two-variable linear inequality.		
Interpret the solutions of a two-variable linear inequality in a modeling context.		
Solving Systems of Linear Inequalities		
Determine a system of two-variable linear inequalities given a solution set.		
Graph a system of two-variable linear inequalities.		
Identify solutions of a system of two-variable linear inequalities.		
Modeling with Systems of Linear Inequalities		
Create a system of two-variable linear inequalities to model a problem.		
Graph the solutions to a system of two-variable linear inequalities.		
Interpret the solutions to a system of two-variable linear inequalities in a modeling context.		
Nonlinear Functions		
Linear Piecewise Defined Functions		
Evaluate a piecewise-defined function that is defined by linear functions over all intervals of its domain.		
Graph a piecewise-defined function that is defined by linear functions over all intervals of its domain.		
Relate the graph of a piecewise-defined function to its algebraic representation, limiting it to linear functions over its domain.		
State the domain and range of linear piecewise-defined functions.		
Step Functions		
Evaluate a step function.		
Graph a step function.		
Interpret a step function in terms of the problem it models.		
State the domain and range of step functions.		

Unit	Lesson	Lesson Objectives
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Absolute Value Functions and Translations

- Analyze key features of the absolute value function and its translations.
- Graph the absolute value function and its translations.

Reflections and Dilations of Absolute Value Functions

- Graph reflections and dilations of the absolute value function.
- State the domain and range of reflections and dilations of the absolute value function.

The Square Root Function

- Graph the square root function and reflections over the axes.
- Simplify a square root whose radicand is a perfect square.
- State the domain and range of square root functions.

The Cube Root Function

- Graph the cube root function, and translations and reflections of it.
- State the key features of the cube root function, and translations and reflections of it.

Performance Task: Construct and Analyze Piecewise Functions

Exponential Functions

Exponential Growth Functions

- Graph an exponential growth function, and state the domain and range.
- Identify an exponential growth function given tables, graphs, and function rules, determining the rate of change.
- State the domain and range of an exponential growth function.
- Write an exponential growth function to model a real-world problem, pointing out constraints in the modeling context.

Exponential Decay Functions

- Graph an exponential decay function, and state the domain and range.
- Identify an exponential decay function given tables, graphs, and function rules, determining the rate of change.
- Relate exponential growth and decay functions using laws of exponents and reflections over the y-axis.
- Write an exponential decay function to model a real-world problem, pointing out constraints in the modeling context.

Vertical Stretches and Shrinks of Exponential Functions

- Determine the parameters and create an equation for a vertically dilated exponential growth or decay function given a table, equation, or scenario.
- Graph a vertically dilated exponential growth or decay function given a table, equation, or scenario.

Reflections of Exponential Functions

- Analyze key aspects of exponential functions that have been reflected across an axis.
- Graph reflections of exponential functions.

Translations of Exponential Functions

- Analyze key aspects of exponential functions that have been translated.
- Graph translations of exponential functions.

Unit	Lesson	Lesson Objectives
Exponential Functions with Radical Bases		
Determine the key aspects of an exponential function having a radical base by rewriting it using the properties of exponents.		
Simplify and evaluate exponential expressions having whole number bases and fractional exponents.		
Transform expressions in radical form to exponential form and vice versa.		
Geometric Sequences		
Graph and analyze geometric sequences as a special case of exponential functions with the domain restricted to natural numbers.		
Write recursive and explicit rules for geometric sequences using function notation.		
Polynomial Expressions		
Introduction to Polynomials		
Classify a polynomial by degree and number of terms.		
Identify a polynomial and its equivalent forms.		
Adding and Subtracting Polynomials		
Add and subtract polynomials, determining the degree and number of terms of the sum or difference.		
Find and evaluate polynomial sums or differences that model real-world situations.		
Multiplying Monomials and Binomials		
Identify a product that results in the difference of squares or a perfect square trinomial.		
Multiply a binomial by a monomial or binomial algebraically and by using geometric models.		
Multiplying Polynomials and Simplifying Expressions		
Interpret the structure of an expression involving addition, subtraction, and multiplication of polynomials in order to write it as a single polynomial in standard form.		
Multiply a binomial by a trinomial algebraically and by using geometric models.		
Factoring Polynomials: GCF		
Determine an appropriate way to factor a polynomial for a given context.		
Determine the greatest common monomial factor of two or more terms.		
Write a polynomial as the product of a monomial and polynomial having the same number of terms.		
Factoring Polynomials: Double Grouping		
Factor a polynomial by double grouping or indicate that the polynomial is prime.		
Factoring Trinomials: $a = 1$		
Determine if a trinomial with a leading coefficient of 1 and a positive constant is factorable and, if so, write it in factored form.		
Relate the factorization of a trinomial with a leading coefficient of 1 and a positive constant to a geometric model.		
Factoring Trinomials: $a = 1$ (Continued)		
Determine if a trinomial with a leading coefficient of 1 and a negative constant is factorable and, if so, write it in factored form.		
Relate the factorization of a trinomial with a leading coefficient of 1 and a negative constant to a geometric model.		

Unit	Lesson	Lesson Objectives
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Factoring Trinomials: $a > 1$

Determine if a trinomial with a leading coefficient greater than 1 is factorable and, if so, write it in factored form.
Relate the factorization of a trinomial with a leading coefficient greater than 1 to a geometric model.

Factoring Polynomials: Difference of Squares

Determine if a polynomial is factorable by recognizing that it is a difference of two squares and, if so, applying the identity.
Identify a monomial that is a perfect square and find the square root.

Factoring Polynomials: Sum and Difference of Cubes

Determine if a polynomial is factorable by recognizing that it is a sum or difference of two cubes and, if so, applying the identity.
Identify a monomial that is a perfect cube and find the cube root.

Factoring Polynomials Completely

Analyze the structure of a polynomial to write it in completely factored form.

Quadratic Functions
Introduction to Quadratic Functions

Calculate the rate of change of a quadratic function over an interval of its domain, and compare it to linear and exponential functions.
Evaluate a quadratic function using tables, graphs, and equations.
Identify a quadratic function and the values of the coefficients and constant from the standard form.

Quadratic Functions: Standard Form

Graph a quadratic function given in standard form, identifying the key features of the graph.

Quadratic Functions: Factored Form

Graph a quadratic function given in factored form, identifying the key features of the graph.

Quadratic Functions: Vertex Form

Graph a quadratic function given in vertex form, identifying the key features of the graph.
Relate the parameters of a quadratic function in vertex form to transformations of the graph $y = x^2$.

Completing the Square

Determine key aspects of the graph of a quadratic function given in standard form and with $a = 1$ by writing it in vertex form.
Relate the geometric model of completing the square to the algebraic process.
Relate the parameters of a quadratic function in vertex form to transformations of the graph $y = x^2$.
Write quadratic functions given in standard form and with $a = 1$ into vertex form by completing the square.

Completing the Square (Continued)

Determine key aspects of the graph of a quadratic function given in standard form by writing it in vertex form.
Relate the parameters of a quadratic function in vertex form to transformations of the graph $y = x^2$.
Write quadratic functions given in standard form into vertex form by completing the square.

Unit	Lesson	Lesson Objectives
		<p>Modeling with Quadratic Functions</p> <p>Use quadratic functions to solve mathematical and real-world problems.</p> <p>Write quadratic functions to model problems.</p>
		<p>Quadratic Equations</p> <p>Solving Quadratic Equations: Zero Product Property</p> <p>Solve problems by factoring quadratic equations given in standard form.</p> <p>Write quadratic equations given rational solutions.</p> <p>Solving Quadratic Equations: Factoring</p> <p>Solve problems by rewriting quadratic equations in standard form and factoring, pointing out the solutions that are viable or not viable in a modeling context.</p> <p>Write a quadratic equation that models a scenario.</p> <p>Solving Quadratic Equations: Square Root Property</p> <p>Use the square root property to solve quadratic equations.</p> <p>Solving Quadratic Equations: Completing the Square</p> <p>Solve a quadratic equation whose leading coefficient is 1 by completing the square.</p> <p>Solving Quadratic Equations: Completing the Square (Continued)</p> <p>Solve a quadratic equation whose leading coefficient is greater than 1 by completing the square.</p> <p>Introduction to the Quadratic Formula</p> <p>Determine the values of a, b, and c from a given quadratic equation in standard form.</p> <p>Justify the steps used to derive the quadratic formula by completing the square.</p> <p>Recognize an expression that uses the quadratic formula to find the solutions of a quadratic equation.</p> <p>Relate the discriminant in the quadratic formula to the types of solutions of a quadratic equation.</p> <p>Solving Quadratic Equations: Quadratic Formula</p> <p>Determine the number of real zeros of a quadratic function by finding the values of a, b, and c, and then calculating the discriminant.</p> <p>Solve a quadratic equation using the quadratic formula.</p> <p>Modeling with Quadratic Equations</p> <p>Write and solve quadratic equations to model real-world scenarios, estimating where appropriate and identifying solutions that are not viable in terms of the context.</p> <p>Solving Linear-Quadratic Systems</p> <p>Solve a system of equations consisting of a line and a parabola algebraically and graphically, using technology where appropriate.</p>

Unit	Lesson	Lesson Objectives
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Data Analysis**Describing Data**

Determine if a sample fairly represents the population as a whole or if there is bias.

Identify various data collection methods and analyze various displays of data.

Informally describe the shape, center, and variability of a distribution based on a dot plot, histogram, or box plot.

Two-Way Tables

Calculate relative frequencies and display them in a two-way relative frequency table.

Display data in a two-way frequency table given a scenario or Venn diagram, and identify joint and marginal frequencies.

Interpret joint and marginal relative frequencies in the context of the data.

Relative Frequencies and Association

Create conditional relative frequency tables, by row and by column.

Determine whether there is an association between two variables by analyzing conditional relative frequencies.

Interpret conditional relative frequencies in the context of the data.

Measures of Center

Calculate the mean and median for a set of data using technology when appropriate.

Compare the mean and median of a set of data that is symmetrical and for a set of data that is not symmetrical, determining which is a better measure of center for a given data set.

Create a dot plot or histogram for a set of data.

Discuss the effect of outliers on measures of center.

Box Plots

Analyze box plots for symmetry and outliers.

Compare box plots.

Create and interpret box plots.

Standard Deviation

Analyze a normal distribution curve to determine statistical measures.

Analyze histograms for skewness and symmetry.

Calculate variance and standard deviation for a given data set.

Line of Best Fit

Determine if a data set shows a correlation and, if so, the type of correlation.

Use a line of best fit to make a prediction.

Use technology to determine the line of best fit for a data set, and interpret the parameters of the model in context.

Analyzing Residuals

Analyze the residual plot to determine whether the function is an appropriate fit for a linear model.

Compute the residuals for a set of data and a line of best fit.

Determine the residual plot for a given scatterplot and line of best fit.

Unit	Lesson	Lesson Objectives
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Strength of Correlation

- Analyze data to draw conclusions about correlation and causation.
- Calculate the correlation coefficient for a linear model using technology.
- Interpret the strength of a linear model based on the correlation coefficient.

Regression Models

- Determine an exponential, quadratic, or linear model for a given data set using technology.
- Identify limitations of models in real-world contexts.
- Interpret the graph of a regression model in the context of the problem.
- Use a linear, quadratic, or exponential regression model to make a prediction.

Performance Task: Super Survey Simulator

Unit	Lesson	Lesson Objectives
Relationships Between Quantities		
Real Numbers		
Classify real numbers.		
Identify the field properties of real numbers.		
Represent real numbers with variables.		
Inequalities		
Create one-variable linear inequalities in one variable and use them to solve problems.		
Solve one-variable linear inequalities, including compound inequalities, and represent the solution sets graphically and algebraically.		
Word Problems		
Create equations to solve a variety of word problems such as mixture, time-distance-rate, and work.		
Solve a variety of word problems, and interpret the solutions in context.		
Relations and Functions		
Determine if a relation is a function.		
Determine if the function is one-to-one.		
Determine the domain and range of a relation.		
Evaluate function rules.		
Represent a relation in multiple ways, including equations, graphs, words, and tables of values.		
Function Operations		
Combine functions using arithmetic operations, expressing the results both algebraically and graphically.		
Evaluate sums, differences, products, and quotients of functions.		
Composition of Functions		
Evaluate the composition of functions.		
Find the domain of the composition of functions.		
Write an expression for the composition of functions.		
Symmetry		
Determine the symmetry of a function algebraically.		
Determine the symmetry of a relation from a graph.		
Function Inverses		
Find the inverse of a function.		
Use composition to verify that functions are inverses.		
Rate of Change		
Calculate the average rate of change of a function over a specified interval.		
Interpret the average rate of change of a function over a specified interval.		
Solve problems involving direct variation.		

Unit	Lesson	Lesson Objectives
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Performance Task: Going on a Round Trip**Quadratics and Complex Numbers****Complex Numbers**

- Determine the absolute value of a complex number.
- Represent complex numbers in the form $a + bi$ or in the complex plane.
- Represent square roots of negative numbers as multiples of i .
- Simplify powers of i using their cyclic nature.

Operations with Complex Numbers

- Identify the field properties of complex numbers.
- Perform addition, subtraction, and multiplication of complex numbers.

Completing the Square

- Find complex solutions to quadratic equations by completing the square.
- Recognize the pattern of a perfect-square trinomial as the square of a binomial.
- Use the square root property to solve equations.

The Quadratic Formula

- Find real and complex solutions of quadratic equations using the quadratic formula.
- Use the discriminant to determine the number and type of roots of a quadratic equation.

Transformations of Quadratic Functions

- Describe the effects of changes in a , h , and k to the graph of a function in the form $y = a(x - h)^2 + k$.
- Use completing the square to write quadratic functions in the form $y = a(x - h)^2 + k$.

Square Root Functions

- Find the domain of a square root function.
- Find the inverse of a quadratic function.

Mixed Degree Systems

- Solve linear-quadratic systems of equations.
- Solve quadratic-quadratic systems of equations.

Polynomials**Factoring Polynomials Completely**

- Analyze polynomial expressions to factor them completely.

Division of Polynomials

- Use inverse operations to check the result of polynomial division
- Use long division to find quotients of polynomials

Unit	Lesson	Lesson Objectives
		<p>The Binomial Theorem</p> <ul style="list-style-type: none"> Use the Binomial theorem to expand binomials. Use the Binomial theorem to find a specific term in an expansion. <p>Synthetic Division and the Remainder Theorem</p> <ul style="list-style-type: none"> Apply the remainder theorem. Use synthetic division to divide a polynomial by a linear factor. <p>The Rational Roots Theorem</p> <ul style="list-style-type: none"> Determine the roots of and factor a polynomial function. Use the rational root theorem to determine possible roots of a polynomial function. <p>The Fundamental Theorem of Algebra</p> <ul style="list-style-type: none"> Apply the fundamental theorem of algebra to determine the number of roots of a polynomial function. Use the complex conjugate theorem to factor and solve polynomial equations. <p>Writing Polynomial Functions from Complex Roots</p> <ul style="list-style-type: none"> Write polynomial functions from complex roots. <p>Quadratic in Form Polynomials</p> <ul style="list-style-type: none"> Identify fourth degree equations that are quadratic in form and use an appropriate u-substitution. Solve fourth degree equations that are quadratic in form. <p>Graphing Polynomial Functions</p> <ul style="list-style-type: none"> Graph polynomial functions using key features. <p>Solving Polynomial Equations using Technology</p> <ul style="list-style-type: none"> Use technology to solve or approximate solutions of one-variable polynomial equations.
		<p>Rational Functions</p> <p>Negative Exponents</p> <ul style="list-style-type: none"> Evaluate numeric expressions using laws of integer exponents. Simplify single-variable expressions using laws of integer exponents. <p>Simplifying Rational Expressions</p> <ul style="list-style-type: none"> Determine excluded values of rational expressions. Simplify rational expressions using factoring techniques. <p>Multiplying and Dividing Rational Expressions</p> <ul style="list-style-type: none"> Perform multiplication and division of rational expressions. <p>Adding and Subtracting Rational Expressions</p> <ul style="list-style-type: none"> Perform addition and subtraction of rational expressions. Simplify complex rational expressions containing sums or differences.

Unit	Lesson	Lesson Objectives
		Rational Equations Solve rational equations and determine extraneous solutions. Use rational equations to model and solve real-world problems.
		Vertical Asymptotes of Rational Functions Determine the vertical asymptotes and holes in the graph of a rational function having the x-axis as its only horizontal asymptote. Solve problems involving inverse variation.
		Graphing Rational Functions Determine the horizontal asymptotes of a rational function. Graph rational functions that have only vertical or horizontal asymptotes.
		Modeling with Rational Functions Model and solve real-world problems using rational functions.
		Radical Functions
		Graphing Radical Functions Determine the domain and range of square root and cube root functions. Relate transformations to the graphs of square root and cube root functions to their parent function.
		Simplifying Nonperfect Roots Simplify nonperfect roots without rationalizing.
		Rational Exponents Evaluate numeric expressions using properties of rational exponents. Simplify algebraic expressions using properties of rational exponents.
		Adding and Subtracting Radicals Add and subtract radical expressions. Identify like radicals.
		Multiplying Radicals Perform multiplication of radical expressions.
		Dividing Radicals Perform division of radical expressions, rationalizing the denominator when necessary.
		Radical Equations and Extraneous Roots Model and solve mathematical and real-world problems using radical equations, and determine extraneous roots.
		Performance Task: Roller Coaster Design Solve one-variable radical inequalities Write one-variable radical inequalities to model problems

Unit	Lesson	Lesson Objectives
Exponential and Logarithmic Functions		
Graphing Exponential Functions		
Determine the domain and range of exponential functions.		
Graph exponential functions.		
Identify exponential functions.		
Solving Exponential Equations by Rewriting the Base		
Solve exponential equations by rewriting bases.		
Graphing Logarithmic Functions		
Determine the domain and range of logarithmic functions.		
Identify and analyze the graphs of logarithmic functions.		
Identify logarithmic functions.		
Evaluating Logarithmic Expressions		
Evaluate common logarithms using a calculator.		
Evaluate logarithmic expressions by converting between logarithmic and exponential forms.		
Solve logarithmic equations by converting between logarithmic and exponential forms.		
Solving Logarithmic Equations using Technology		
Rewrite logarithmic expressions using the change of base algorithm.		
Solve a one-variable equation containing logarithms by transforming it into a system of equations.		
Properties of Logarithms		
Evaluate, expand, and simplify logarithmic expressions using properties of logarithms.		
Solving Equations using Properties of Logarithms		
Apply properties of logarithms to solve logarithmic equations.		
Determine extraneous solutions of logarithmic equations.		
Base e		
Analyze exponential and logarithmic functions in base e to determine key features of the graph.		
Apply properties of logarithms and exponents to solve exponential and logarithmic equations having base e.		
Determine the domain and range of exponential and logarithmic functions in base e.		
Geometric Series		
Apply geometric series to solve mathematical and real-world problems.		
Find sums of finite and infinite geometric series.		

Unit	Lesson	Lesson Objectives
Statistics and Probability		
Designing a Study		
		Analyze study types and sampling methods. Classify sampling methods. Classify study types. Determine if a sample is biased.
Representing Data		
		Describe a data set using measures of central tendency and range. Determine if a representation of data is misleading.
Standard Deviation		
		Calculate variance and standard deviation of a sample or population. Determine if a value is within a given z-score. Interpret standard deviation as it pertains to the spread of a graph.
Properties of Probability Distributions		
		Create probability distributions from a data set. Identify properties of a probability distribution. Solve problems using probability distributions.
Expected Value		
		Calculate expected values. Use expected values to make decisions.
Binomial Distribution		
		Calculate binomial probabilities. Identify a binomial experiment. Identify the probability of success, probability of failure, and number of trials for a binomial experiment.
Introduction to Normal Distributions		
		Apply the z-score formula to solve problems. Describe normal distributions using the mean and standard deviation. Solve problems using the empirical rule.
Applications with Standard Normal Distribution		
		Solve problems using the standard normal table.
Statistical Inferences		
		Make inferences about a population from a sample.

Unit	Lesson	Lesson Objectives
Hypothesis Testing		
<p>Determine if a result is statistically significant.</p> <p>Perform hypothesis tests on normally distributed data.</p>		
Trigonometric Functions		
Angles in Standard Position		
<p>Determine angles that are coterminal.</p> <p>Identify characteristics of angles in standard position.</p>		
Radian Measure		
<p>Convert between degree and radian measure.</p> <p>Use the definition of radian measure to calculate arc lengths, radii, and angle measures.</p>		
Right Triangle Trigonometry		
<p>Use special right triangle relationships to solve right triangles.</p> <p>Use the Pythagorean theorem, and the trigonometric functions and their inverses to solve right triangles.</p>		
The Unit Circle		
<p>Compare sine, cosine, and tangent values for angles having the same reference angle.</p> <p>Find the sine, cosine, and tangent values of angle measures using the unit circle.</p>		
Reciprocal Trigonometric Functions		
<p>Evaluate the six trigonometric functions for special angles.</p> <p>Simplify expressions involving the six trigonometric functions using reciprocal relationships.</p> <p>Solve right triangle trigonometry problems involving reciprocal trigonometric functions.</p>		
Evaluating the Six Trigonometric Functions		
<p>Evaluate the six trigonometric functions for angles in degrees or radians based on one or more given trigonometric function values.</p> <p>Evaluate the six trigonometric functions for angles in degrees or radians given a point on the terminal ray.</p>		
Graphing Sine and Cosine		
<p>Analyze key features of sine and cosine functions from equations and graphs.</p>		
Changes in Period and Phase Shift of Sine and Cosine Functions		
<p>Relate transformations of the graphs of the sine and cosine functions to the equation.</p>		
Modeling with Periodic Functions		
<p>Model and solve real-world problems using periodic functions.</p>		
Mathematical Modeling		
Linear Programming		
<p>Maximize a function given constraints.</p> <p>Represent and solve real-world problems using linear programming.</p>		

Unit	Lesson	Lesson Objectives
		<p>Modeling with Systems</p> <p>Model and solve real-world problems using linear-quadratic or quadratic-quadratic systems of equations.</p> <p>Piecewise Defined Functions</p> <p>Determine the domain, range, and continuity of piecewise defined functions.</p> <p>Evaluate piecewise defined functions.</p> <p>Graph piecewise defined functions.</p> <p>Joint and Combined Variation</p> <p>Find constants of variation.</p> <p>Model and solve problems involving joint and combined variation.</p> <p>Transformations of Functions</p> <p>Analyze a function rule or graph to determine transformations of the parent function.</p> <p>Identify a function as belonging to a family of functions.</p> <p>Modeling with Functions</p> <p>Find the equation of a function that best models a data set.</p> <p>Use function models to solve problems.</p> <p>Performance Task: Production Schemes</p> <p>Determine the reasonableness of a function model.</p> <p>Use an appropriate function model to describe random data.</p> <p>Use function models to make predictions about situations.</p>

Unit	Lesson	Lesson Objectives
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Personal Financial Planning**The Financial Plan**

- Analyze data, including spreadsheets, as it relates to financial planning.
- Describe components of a financial plan.
- Summarize various responsibilities for personal financial decisions.

Career Planning

- Analyze criteria for selecting a career.
- Correlate the relationship between career choices and financial stability.
- Identify the impact of career choices on both income and financial stability.

Trends in the Marketplace

- Evaluate career options using data.
- Identify trends in the labor market that affect career planning.

Net Worth

- Calculate net worth.
- Determine the difference between an asset and a liability.

Financial Goals

- Demonstrate how income and personal goals affect financial planning and decisions.
- Modify an existing financial plan based on changes in income or personal goals.

Making Connections: Selecting a Career

- Complete two student career interest inventories.
- Investigate the eight components of the two selected careers of interest.

Income**Sources of Income**

- Analyze the benefits of different types of income.
- Calculate hourly and salary wages.
- List various sources of income.

Variable Earnings

- Calculate variable earnings.
- Compare earnings by interpreting data.

Gross Pay vs. Net Pay

- Analyze how payroll deductions modify an employee's disposable income.
- Compute deductions based on gross pay.
- Recognize the difference between gross and net pay.

Unit	Lesson	Lesson Objectives
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Employee Benefits

- Compare total job benefits in relation to prospective employment.
- Explain the impact of benefits and expenses on total employment compensation.

Budgeting and Wise Spending

Personal Budget

- Decide how income affects decisions to purchase and spend.
- Prepare a budget for a given income on a weekly, monthly, and annual basis.

Financial Reserves

- Develop a plan for discretionary spending and emergencies.
- Identify essential and nonessential monthly expenses.

Keeping Financial Records

- Apply a financial record-keeping system to track debits and credits.
- Develop a system for keeping and using financial records.

Tax and Gratuities

- Calculate total price including a gratuity.
- Compute sales tax and total purchase price.

Discounts

- Calculate discounts, successive discounts and sales price of an item.

Unit Prices

- Apply unit pricing to make shopping comparisons.
- Compute unit rate.

Smart Shopper

- Analyze a receipt for possible errors.
- Calculate the total cost of online shopping purchases.
- Evaluate the various means used to sell products and services.

Making Connections: Purchasing a Laptop Computer

- Investigate laptop options based on given criteria using Internet resources.

Banking

Selecting a Bank

- Compare financial institutions in terms of personal banking needs.
- Select a financial institution using given data.

Checking Accounts

- Reconcile a checking account given a sample bank statement.
- Summarize the process of opening a checking account and making transactions.

Unit	Lesson	Lesson Objectives
		Using a Debit Card <ul style="list-style-type: none">Analyze how overdraft and withdrawal fees affect account balances.Apply cash management strategies when using a debit card.
		Savings Accounts <ul style="list-style-type: none">Make inferences into how saving money contributes to financial well-being.Summarize the process of opening a savings account and making transactions.
		Simple Interest <ul style="list-style-type: none">Calculate simple interest.Explain simple interest and how it relates to saving money.Integrate concepts of simple interest into a money saving plan.
		Compound Interest <ul style="list-style-type: none">Calculate compound interest.Explain compound interest as it relates to saving money.Integrate concepts of compound interest into a money saving plan.
		Other Bank Accounts <ul style="list-style-type: none">Compare various savings accounts.Identify the benefits of online banking.Solve problems related to bank account transactions.
		Government Agencies <ul style="list-style-type: none">Explain how government agencies regulate financial markets.Investigate how agencies that regulate financial markets protect investors.
		Paying Taxes
		Tax Basics <ul style="list-style-type: none">Identify different types of taxes.Use given data to solve problems related to taxes.
		Social Security and Medicare <ul style="list-style-type: none">Analyze the impact of Social Security and Medicare taxes on income.Explain the overall purposes and structure of the Social Security and Medicare programs.
		Personal Income and Property Taxes <ul style="list-style-type: none">Recognize how revenue from property taxes is used by state and local governments.Use given data to determine how taxes modify income.
		Tax Returns <ul style="list-style-type: none">Complete a yearly federal income tax return.Describe different methods used to file taxes.

Unit	Lesson	Lesson Objectives
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The Importance of Insurance

Life Insurance

- Analyze different life insurance plans.
- Calculate life insurance premiums.

Auto Insurance

- Analyze different auto insurance plans.
- Calculate auto insurance premiums.

Health Insurance

- Analyze different health insurance plans.
- Calculate health insurance premiums.

Homeowners Insurance

- Analyze different homeowners insurance plans.
- Calculate homeowners insurance premiums.

Warranties

- Analyze the potential cost savings by purchasing an extended warranty.
- Compare the advantages and disadvantages of extended warranties.

Long-Term Investing

Investing in Stocks

- Calculate annual stock dividends.
- Compare professional advisors and their services.
- Demonstrate how to evaluate advisors' credentials.

Buying and Selling Stock

- Calculate the proceeds from the sale of stock.
- Determine the cost of purchasing stock.
- Track and analyze changes in stock prices.

Buying Bonds

- Calculate the market price of bonds.
- Determine and evaluate the total investment in bonds.
- Identify the different types of bonds.

Stocks vs. Bonds

- Compare the risk, return and liquidity of stocks and bonds.

Mutual Funds

- Calculate profit or loss from mutual fund investments.

Unit	Lesson	Lesson Objectives
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Annuities

- Determine the future value of an ordinary annuity using a formula.
- Determine the present value of an ordinary annuity.
- Distinguish between an ordinary annuity and an annuity due.

Retirement Savings Options

- Calculate the future value of retirement plans.
- Compare and contrast different types of retirement plans.
- Interpret data to determine an effective retirement plan.

Real Estate Investments

- Analyze the potential profit in the value of real estate investments over time.
- Provide examples of real estate revenue.

Buying a House**Qualifying for a Home Loan**

- Compute the amount of down payment required to purchase a home.
- List requirements for qualifying for a home loan.

Other Costs of Buying a Home

- Estimate the closing costs associated with buying a house.

Mortgages

- Calculate a monthly mortgage payment.
- Identify the components of the mortgage payment.

Buying vs. Renting a Home

- Identify advantages and disadvantages of property ownership.
- Investigate costs associated with renting.

Home Ownership

- Compare services and costs related to homeownership.
- Compute utility costs.

Making Connections: Going Green

- Examine energy efficient and environment-friendly options for the home.

Consumer Loans**Interest Rates**

- Calculate the effective annual percentage rate based on the nominal interest rate.
- Identify the factors for determining an interest rate.

Unit	Lesson	Lesson Objectives
		<p>Borrowing Money</p> <ul style="list-style-type: none"> Compute interest and service charges on loans. Select a financial lending institution using given data. <p>Personal Loans</p> <ul style="list-style-type: none"> Compute the finance charge and monthly payment on a personal loan. Relate the role of collateral to a secured loan. <p>Student Loans</p> <ul style="list-style-type: none"> Compute the finance charge and monthly payment on a student loan. Identify the features of different student loans. <p>Financing a Car</p> <ul style="list-style-type: none"> Calculate costs related to buying a car. Use amortization models to investigate automobile financing. <p>Leasing vs. Buying a Car</p> <ul style="list-style-type: none"> Calculate costs of leasing a vehicle. Compare buying and leasing a vehicle. <p>Applying for a Loan</p> <ul style="list-style-type: none"> Compute debt-to-income ratio. Identify the factors lenders use to make loan decisions. Prepare a loan application. <p>Simple Contracts</p> <ul style="list-style-type: none"> Analyze the purposes of a contract and the legal responsibilities incurred when signing a contract. Examine sample written contracts for essential components and meaning.
		<p>Consumer Credit</p> <p>Using Credit</p> <ul style="list-style-type: none"> Compare credit plans. Evaluate the terms and conditions of credit cards. Identify types of credit plans. <p>Credit vs. Cash</p> <ul style="list-style-type: none"> Analyze the impact of using a credit card as it relates to money management. Compare the advantages and disadvantages of using cash versus a credit card. <p>Long Term Purchases</p> <ul style="list-style-type: none"> Calculate total cost of purchasing consumer durable goods over time. Compare the advantages and disadvantages of using a credit card to make long-term purchases.

Unit	Lesson	Lesson Objectives
Credit Scores and Reports		
Explain how credit rating is established.		
Rank sample credit scores and reports.		
Show how credit rating affects the ability to obtain a loan.		
Finance Charges		
Compare credit card finance charge calculations.		
Compute the finance charges for a credit card by different methods.		
Consumer Debt		
Paying Off Debt		
Analyze debt payment plans.		
Create a plan to pay off consumer debt.		
Debt Management		
Evaluate and use the strategies for resolving debt issues.		
Identify the warning signs of debt problems.		
Bankruptcy		
Analyze the impact of filing for bankruptcy.		
Identify the implications of bankruptcy.		
Consumer Responsibilities		
Recognize ways to maintain consumer vigilance.		
Solve problems related to predatory lending practices.		
Identity Theft		
Create a plan to control personal information and prevent identity theft.		
Identify ways of keeping credit information safe.		
Economic Principles		
The Economy and You		
Analyze how economic conditions affect income and goal attainment.		
Identify fundamental principles of the U.S. economy.		
Consumer Rights		
Assess the impact of consumer movements.		
Explain the rights of the consumer under consumer protection laws.		
Identify agencies that deal with concerns of the consumer.		
Inflation and Purchasing Power		
Calculate purchasing power based on inflation.		
Interpret consumer price index data.		

Unit	Lesson	Lesson Objectives
World Economics		
<ul style="list-style-type: none"> Assess the impact of global economic events. Compare average salaries in various countries. Identify economic systems of the world. 		
Traveling Abroad		
Travel Expenses		
<ul style="list-style-type: none"> Calculate travel costs. Compare transportation and lodging costs in travel planning. 		
Converting Currency		
<ul style="list-style-type: none"> Calculate travel expenses using various currencies. Convert from one form of currency to another. 		
International Time and Temperature		
<ul style="list-style-type: none"> Calculate international travel times. Convert between Fahrenheit and Celsius using a formula. 		
International Measures of Length and Weight		
<ul style="list-style-type: none"> Apply measurement conversions. Convert units of measurement within and between systems. 		
Starting a Business		
The Business Plan		
<ul style="list-style-type: none"> Analyze the components of a business plan. Identify components of a business plan. 		
Business Income Statements		
<ul style="list-style-type: none"> Tabulate business income statements. Use data to analyze business income. 		
Break-Even Analysis		
<ul style="list-style-type: none"> Graphically determine the break-even point in producing items. Solve real-world problems involving break-even point analysis. 		
Markup and Markdown		
<ul style="list-style-type: none"> Calculate markup and markdown. Solve word problems involving percent markup and markdown. 		
Analyzing Business Data		
Using Graphs to Advertise		
<ul style="list-style-type: none"> Read and interpret data presented in various formats. Suggest data formatting to meet business needs. 		

Unit	Lesson	Lesson Objectives
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Data-Based Business Decisions

Read and interpret data presented in various formats.

Use data to make business decisions.

Business Summary Statistics

Calculate measures of central tendency.

Determine the effects of variability on measures of central tendency.

Probability in the Business Setting

Apply probability concepts to make informed decisions.

Determine the probability of an event.

Unit	Topic	Lesson	Lesson Objectives
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Congruence, Proof, and Constructions**Spatial Thinking****Points, Lines, and Planes**

- Name basic geometric figures.
- Recognize intersecting lines, parallel lines, and skew lines.

Euclidean and Non-Euclidean Geometries

- Compare and contrast the concepts of postulates and theorems
- Compare and contrast the development and structure of Euclidean and non-Euclidean geometries
- Identify and describe basic postulates about points, lines, and planes
- Identify and describe representations of the undefined terms point, line, and plane
- Identify and describe the relationships between points, lines, and planes in space

Measuring Length

- Apply the ruler postulate and segment addition postulate to find the lengths of line segments
- Distinguish between lines, rays, and segments

Measuring Angles

- Apply the protractor postulate and angle addition postulate to find angle measures
- Name angles and classify them according to their measures

Circles

- Find central angles and make circle graphs.
- Find circumferences.

Interactive: Five Basic Constructions

- Use a straightedge and compass to create constructions involving points and lines

Interactive: Triangle Constructions

- Use a straightedge and compass to create constructions involving triangles

Interactive: Proof Basics

- Identify proof formats, the essential parts of a proof, and the assumptions that can be made from a given drawing
- Use deductive reasoning to complete a formal proof

Transformational Geometry**Introduction to Transformations**

- Compare a preimage and image using the characteristics of isometric transformations
- Describe and identify transformations of geometric figures

Translations

- Use an algebraic rule to describe or perform a translation in the coordinate plane
- Use mapping to describe or perform a translation in the coordinate plane

Unit	Topic	Lesson	Lesson Objectives
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Reflections

Use an algebraic rule to describe or perform a reflection in the coordinate plane

Rotations

Use an algebraic rule to describe or perform a rotation in the coordinate plane

Rotations

Draw rotated images using the angle of rotation.

Identify figures with rotational symmetry.

Compositions

Use an algebraic rule to describe or perform a composition of transformations in the coordinate plane

Drawing Transformations

Determine the sequence of transformations that will carry a given figure onto another figure.

Draw the reflection of a given figure using graph paper or tracing paper.

Draw the rotation of a given figure using graph paper or tracing paper.

Draw the translation of a given figure using graph paper or tracing paper.

Angles and Congruency**Special Angle Pairs**

Calculate angle measures by using definitions and theorems about special angle pairs

Define and identify special angle pairs

Congruent Angle Pairs

Apply theorems about congruent angle pairs to calculate angle measures

Identify angle relationships by using theorems about congruent angle pairs

Parallel Lines and Angles

Apply theorems about angles formed by parallel lines cut by a transversal to calculate angle measures

Identify angle pairs formed by lines cut by a transversal

Proving Lines Parallel

Calculate angle measures in order to justify that lines are parallel

Identify theorems used to justify that lines are parallel

Prove lines are parallel using various proof formats

Congruent Figures

Calculate angle measures and side lengths of congruent figures

Identify and apply the properties of congruent figures

Unit	Topic	Lesson	Lesson Objectives
Congruency in Triangles			
Properties of Triangles			
Apply triangle angle theorems to calculate angle measures			
Classify triangles according to the measures of their sides and angles			
Triangle Congruence: SAS Postulate and SSS Postulate			
Calculate angle measures and side lengths of congruent triangles			
Identify the SSS postulate and SAS postulate and apply them to examine triangle congruence			
Prove triangles congruent using the SAS and SSS postulates			
Triangle Congruence: ASA Postulate and AAS Theorem			
Calculate angle measures and side lengths of congruent triangles			
Identify the ASA postulate and AAS theorem and apply them to examine triangle congruence			
Prove triangles congruent using the ASA postulate and AAS theorem			
Congruence in Right Triangles			
Calculate angle measures and side lengths of congruent right triangles			
Determine if right triangles are congruent by using the HL theorem			
Prove right triangles congruent using the HL theorem			
Using Congruent Triangles: CPCTC			
Analyze a drawing to determine the triangle congruence postulate or theorem that supports CPCTC			
Interactive: Proving Congruency Using CPCTC			
Prove segments, angles, or triangles congruent using CPCTC			
Construct Regular Polygons			
Construct regular polygons inscribed in a circle.			
Prove that all circles are similar.			
Proofs and Triangle Relationships			
Bisectors in a Triangle			
Apply properties of bisectors of a triangle to solve problems			
Identify the properties of the circumcenter and incenter of a triangle			
Medians and Altitudes of a Triangle			
Apply properties of medians and altitudes of a triangle to solve problems			
Identify the properties of the orthocenter and centroid of a triangle			
Midsegments of a Triangle			
Apply the triangle midsegment theorem to solve problems			
Identify the triangle midsegment theorem and use it to justify relationships			

Unit	Topic	Lesson	Lesson Objectives
			<p>Isosceles Triangles</p> <ul style="list-style-type: none"> Apply theorems related to isosceles triangles to solve problems Identify theorems related to isosceles triangles and use them to justify side and angle relationships <p>Triangle Inequalities</p> <ul style="list-style-type: none"> Identify inequality theorems and apply them to determine side and angle relationships between two triangles Identify inequality theorems and apply them to determine side and angle relationships within a triangle <p>Pythagorean Theorem</p> <ul style="list-style-type: none"> Apply the Pythagorean theorem to find side lengths of a right triangle Solve problems using the Pythagorean theorem in modeling situations <p>Pythagorean Inequalities</p> <ul style="list-style-type: none"> Identify the converse of the Pythagorean theorem and apply it to classify a triangle Solve problems using the Pythagorean inequalities
			<p>Parallelogram and Angle Proofs</p> <p>Classifying Quadrilaterals</p> <ul style="list-style-type: none"> Apply properties of various quadrilaterals to calculate angle measures and side lengths Apply the quadrilateral angle sum theorem to calculate angle measures Classify and describe relationships within the family of quadrilaterals <p>Properties of Parallelograms</p> <ul style="list-style-type: none"> Apply theorems about parallelograms to calculate angle and segment measures Complete proofs involving properties of parallelograms Identify theorems about the properties of parallelograms <p>Proving a Quadrilateral Is a Parallelogram</p> <ul style="list-style-type: none"> Identify and apply theorems that determine if a quadrilateral is a parallelogram Prove a quadrilateral is a parallelogram <p>Special Parallelograms</p> <ul style="list-style-type: none"> Apply theorems about special parallelograms to calculate angle and segment measures Complete proofs involving the diagonals of special parallelograms Identify theorems about the diagonals of rectangles, rhombi, and squares
			<p>Similarity, Proof, and Trigonometry, Part 1</p> <p>Proportional Geometry</p> <p>Dilations</p> <ul style="list-style-type: none"> Use an algebraic rule to describe or perform a dilation in the coordinate plane

Unit	Topic	Lesson	Lesson Objectives
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Similar Polygons

- Identify and apply properties of similar polygons
- Use proportions to solve problems involving similar polygons

Similar Triangles

- Calculate angle measures and side lengths of similar triangles
- Identify and apply the AA similarity postulate and the SSS and SAS similarity theorems

Right Triangle Similarity

- Apply theorems to solve problems involving geometric means
- Identify similar right triangles formed by an altitude and write a similarity statement

Interactive: Proving Triangles Similar

- Complete proofs involving similar triangles

Special Segments and Proportions

- Solve problems using theorems about special segments and triangles

Perimeter and Area of Similar Figures

- Identify the relationships between the side lengths, perimeters, and areas of similar figures
- Use the relationships between similar figures to calculate perimeters and areas

Scale Drawings

- Use geometry formulas to solve problems
- Use scale drawings in the problem-solving process

Similarity, Proof, and Trigonometry, Part 2

Right Triangles

Right Triangles

- Determine the sine, cosine, and tangent of an acute angle by using technology
- Determine the sine, cosine, and tangent of an angle using right triangles
- Identify sides and corresponding angles of a right triangle
- Use proportions to determine side lengths of similar right triangles

Special Right Triangles

- Solve problems involving special right triangles in modeling situations
- Use properties of 45° - 45° - 90° and 30° - 60° - 90° triangles to find side lengths

Trigonometric Ratios

- Apply trigonometric relationships to complementary angles to write equivalent expressions
- Determine the exact values of sine, cosine, and tangent for 30° , 45° , and 60°
- Identify and apply the trigonometric ratios of sine, cosine, and tangent

Unit	Topic	Lesson	Lesson Objectives
			Solving Right Triangles <ul style="list-style-type: none">Solve problems involving right triangles in modeling situationsUse trigonometric ratios to find missing parts of a right triangle
			Angles of Elevation and Depression <ul style="list-style-type: none">Identify angles of elevation and depression in problem situationsSolve problems involving angles of elevation and depression
			Law of Sines and Cosines
			Law of Sines <ul style="list-style-type: none">Given the ambiguous case, use the law of sines to solve problemsIdentify the law of sines and apply it to find parts of a triangle
			Area and The Law of Sines <ul style="list-style-type: none">Find the area of any triangle.Use the Law of Sines.
			Law of Cosines <ul style="list-style-type: none">Identify the law of cosines and apply it to find parts of a triangleSolve problems involving the law of cosines in modeling situations
			Trigonometric Area Formulas <ul style="list-style-type: none">Apply Heron's formula to find the area of a triangleCalculate the area of a triangle using trigonometry
			Extending to Three Dimensions
			Geometry of Solids
			Sketching Solids <ul style="list-style-type: none">Connect two-dimensional nets to three-dimensional figuresIdentify the orthographic and isometric views of a three-dimensional figure
			Rotations and Cross Sections <ul style="list-style-type: none">Identify three-dimensional objects generated by rotations of two-dimensional shapesIdentify two-dimensional shapes formed from the cross-sections of three-dimensional objects
			Surface Area of Solid Figures <ul style="list-style-type: none">Calculate the surface area of composite solidsCalculate the surface area of prisms, cylinders, pyramids, and conesDescribe the effect on surface area when the dimensions of a solid figure are changed
			Volume of Prisms and Cylinders <ul style="list-style-type: none">Recognize geometric properties of three-dimensional figuresWrite formulas for and calculate volumes of prisms and cylinders

Unit	Topic	Lesson	Lesson Objectives
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Volume of Spheres and Cones

Write formulas for and calculate volumes of spheres and cones

Volume

Calculate the volume of prisms, cylinders, pyramids, and cones

Describe the effect on volume when the dimensions of a solid figure are changed

Solve problems involving the volume of prisms, cylinders, pyramids, and cones

Surface Area and Volume of Spheres

Calculate the surface area and volume of a sphere

Solve problems involving the surface area and volume of a sphere

Similar Solids

Calculate the surface areas and volumes of similar solids

Identify the relationships between the surface areas and volumes of similar solids

Connecting Algebra and Geometry Through Coordinates**Analytic Geometry****The Distance Formula and the Method of Quadrature**

Develop and apply the Distance Formula.

Use the Distance Formula to develop techniques for estimating the area under a curve.

Proofs Using Coordinate Geometry

Prove theorems using figures in the coordinate plane.

Equations of Lines

Relate the geometric and algebraic representations of lines in the coordinate plane

Distance and Midpoint Formulas

Find the distance between two points using the Distance Formula.

Find the midpoint of a segment using the Midpoint Formula.

Geometric Figures in the Coordinate Plane

Complete proofs involving geometric figures in the coordinate plane

Use coordinate geometry to verify the properties of a geometric figure

Conic Sections: Parabolas

Relate the algebraic and geometric representations of parabolas

Unit	Topic	Lesson	Lesson Objectives
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Circles With and Without Coordinates**Circle Properties****Introduction to Circles**

- Calculate the circumference and area of a circle
- Identify terms related to circles
- Solve problems related to circles in modeling situations

Conic Sections: Circles

- Given specific information about a circle, determine its equation in standard form
- Given the equation of a circle in standard form, identify the center, the radius, and the graph

Tangents to a Circle

- Complete proofs involving the relationships between tangents and circles
- Identify and apply theorems about tangents and radii
- Identify common tangents between circles

Arcs, Chords, and Central Angles

- Complete proofs involving the relationships between arcs and chords of a circle
- Identify relationships between arcs and central angles and apply them to solve problems
- Identify theorems about arcs and chords and apply them to solve problems

Arc Length and Area of a Sector

- Calculate arc lengths
- Calculate the areas of sectors and segments of circles
- Relate the degree and radian measures of an angle

Geometry of Circles**Inscribed Angles**

- Calculate the measures of angles and their intercepted arcs
- Complete proofs involving the relationships of angles and arcs of a circle
- Identify relationships between inscribed angles and arcs

Secants, Tangents, and Angles

- Identify relationships between arcs and angles formed by secants, tangents, and chords
- Solve problems involving angles and arcs formed by secants, tangents, and chords

Special Segments

- Calculate the lengths of segments formed by chords, secants, and tangents
- Identify relationships between segments formed by chords, secants, and tangents

Interactive: Circle Constructions

- Use a straightedge and compass to create constructions involving circles

Unit	Topic	Lesson	Lesson Objectives
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Applications of Probability**Probability and Sets****Set Theory**

- Find subsets, complements, and cross products of sets
- Identify and describe the relationships and the notation used in set theory

Venn Diagrams and Sets

- Use symbolic notation to describe events displayed in Venn diagrams involving unions, intersections, and complements
- Use Venn diagrams to explore set relationships
- Use Venn diagrams to solve problems involving sets

Random Behavior

- Apply lists, diagrams, and the fundamental counting principle to determine the number of outcomes possible in a given situation
- Identify experimental and theoretical probabilities and apply the law of large numbers to determine probabilities

Mutually Exclusive and Independent Events

- Calculate probabilities using the addition rule of mutually exclusive events
- Calculate probabilities using the multiplication rule of independent events
- Identify and describe mutually exclusive and independent events

Conditional Probability

- Use calculations to determine if two events are independent
- Use formulas and Venn diagrams to calculate conditional probabilities
- Use general probability rules to calculate probabilities of compound events

Multiplying Probabilities

- Find the probability of dependent events.
- Find the probability of two independent events.

Applying Probability**Probability and Two-Way Tables**

- Calculate conditional probabilities from data displayed in a two-way table
- Use a two-way table to determine if two events are independent

Probability with Combinations or Permutations

- Find the theoretical probability of a favorable outcome
- Use combinations or permutations to determine the number of ways an event can occur

Probability with Combinations and Permutations

- Quantify outcomes using combinations and permutations
- Use combinations and permutations to compute probabilities of compound events

Unit	Topic	Lesson	Lesson Objectives
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Decision Making Using Probability

Calculate probabilities and make decisions in modeling situations

Construct a theoretical probability model from all possible outcomes

Unit	Lesson	Lesson Objectives
Proportional Relationships		
	Unit Rates	<ul style="list-style-type: none"> Use a given unit rate and proportional reasoning to complete a table. Use a given unit rate and proportional reasoning to solve problems. Use appropriate language to describe ratios and unit rates.
	Finding a Constant of Proportionality	<ul style="list-style-type: none"> Find the constant of proportionality from verbal descriptions, tables, graphs, and diagrams.
	Applications of Unit Rates	<ul style="list-style-type: none"> Apply unit rates to solve for an unknown in real-world problems. Determine a unit rate from a real-world context. Use unit rates to make comparisons.
	Graphing Proportional Relationships	<ul style="list-style-type: none"> Graph a proportional relationship from tables and verbal descriptions. Identify the meanings of points on the graph of a proportional relationship and determine the characteristics of the graph of a proportional relationship.
	Identifying Proportional Relationships	<ul style="list-style-type: none"> Analyze data in tables and graphs to determine if the given relationships are proportional.
	Equations of Proportional Relationships	<ul style="list-style-type: none"> Identify the constant of proportionality from an equation. Translate between tables, graphs, and equations to represent proportional relationships. Write an equation to represent a proportional relationship.
	Cross Products	<ul style="list-style-type: none"> Describe why using cross products is a valid method for solving proportions. Use cross products to solve for an unknown quantity in a proportion problem. Use cross products to solve real-world proportion problems.
	Scale Factor	<ul style="list-style-type: none"> Use a given scale factor to find an unknown length on a reduction or enlargement. Use a given scale factor to find an unknown length on an original.
	Solving Scale Problems Using Proportions	<ul style="list-style-type: none"> Use proportional relationships to solve problems involving scale drawings.
	Scale Drawings and Area	<ul style="list-style-type: none"> Compute areas of figures from scale drawings.
	Changing a Scale	<ul style="list-style-type: none"> Solve problems involving reproducing a scale drawing using a different scale.
Percents		
	Introduction to Percents	<ul style="list-style-type: none"> Create diagrams to solve for a percent in real-world problems. Find the percent of a number using the fraction or decimal equivalent form of a percent to write an expression from a diagram. Identify an equivalent percent, fraction, or decimal represented in multiple forms.

Unit	Lesson	Lesson Objectives
		<p>Finding a Percent of a Number</p> <p>Find the percent of a number when the percent is more than 100. Solve problems by finding the percent of a number, including amounts of gratuity and tax, by using diagrams and expressions.</p> <p>Finding a Total Amount</p> <p>Find the total amount, including discounts, understanding that it is a process of subtracting from the original amount. Solve for the total amount in gratuity, tax, or commission problems by using diagrams and expressions, understanding that it is a process of adding to the original amount.</p> <p>Markups and Markdowns</p> <p>Solve real-world problems involving a markup or markdown relating each as adding or subtracting from the original.</p> <p>Finding an Original Amount</p> <p>Find the original amount in real-world percent problems involving gratuity, tax, commission, markup, discount, or markdown using diagrams and expressions.</p> <p>Simple Interest</p> <p>Apply the simple interest formula in the context of a word problem. Calculate simple interest, principal, time, and total using the simple interest formula.</p> <p>Percent Increase and Decrease</p> <p>Find the percent change by using the ratio of the change in quantity to the original amount. Use percent increase and decrease to solve real-world problems.</p> <p>Performance Task: Trendy Teens</p>
Operations with Integers		
		<p>Integers and the Number Line</p> <p>Describe real-world situations that can be represented by integers, including where opposite quantities combine to make 0. Find the absolute value of an integer. Represent and compare integers on vertical and horizontal number lines.</p> <p>Using Properties of Operations</p> <p>Apply the associative and commutative properties of operations to simplify expressions. Apply the distributive property to rewrite and evaluate expressions.</p> <p>Adding Integers</p> <p>Apply properties of operations to add integers. Describe real-world contexts for adding integers. Use visual representations to add integers.</p> <p>Subtracting Integers</p> <p>Describe real-world contexts for subtracting integers. Use additive inverse and properties of operations to subtract integers. Use visual representations to subtract integers.</p> <p>Multiplying Integers</p> <p>Apply properties of operations and rules of signed numbers to multiply integers. Describe real-world contexts for multiplying integers. Use visual representations to multiply integers.</p>

Unit	Lesson	Lesson Objectives
		<p>Dividing Integers</p> <ul style="list-style-type: none"> Apply properties of operations and rules of signed numbers to divide integers. Describe real-world contexts for dividing integers. Use visual representations to divide integers. <p>Operations with Integers</p> <ul style="list-style-type: none"> Solve integer problems involving a variety of operations while applying the properties of operations.
		<p>Operations with Rational Numbers</p> <p>Rational Numbers</p> <ul style="list-style-type: none"> Describe real-world situations that can be represented by rational numbers, including where opposite quantities combine to make 0. Represent positive and negative rational numbers on vertical and horizontal number lines. Write a rational number as a decimal that eventually terminates or repeats. <p>Adding and Subtracting Decimals</p> <ul style="list-style-type: none"> Apply properties of operations to add and subtract decimals. Describe real-world contexts for adding and subtracting decimals. Estimate sums and differences of decimals. Use visual representations to add and subtract decimals. <p>Multiplying Decimals</p> <ul style="list-style-type: none"> Apply properties of operations to multiply decimals. Describe real-world contexts for multiplying decimals. Estimate products of decimals. Use the rules of signed numbers to multiply decimals. <p>Dividing Decimals</p> <ul style="list-style-type: none"> Apply properties of operations to divide decimals. Describe real-world contexts for dividing decimals. Estimate quotients of decimals. Use the rules of signed numbers to divide decimals. <p>Adding and Subtracting Fractions</p> <ul style="list-style-type: none"> Describe real-world contexts for adding and subtracting fractions. Estimate sums and differences of fractions. Use visual representations to add and subtract fractions. <p>Multiplying Fractions</p> <ul style="list-style-type: none"> Apply properties of operations to multiply fractions. Describe real-world contexts for multiplying fractions. Estimate products of fractions. Use the rules of signed numbers and visuals to multiply fractions. <p>Dividing Fractions</p> <ul style="list-style-type: none"> Apply properties of operations to divide fractions. Describe real-world contexts for dividing fractions. Estimate quotients of fractions. Use the rules of signed numbers to divide fractions.

Unit	Lesson	Lesson Objectives
		<p>Solving Problems Involving Rational Numbers Solve real-world and mathematical problems involving addition, subtraction, multiplication, and division with rational numbers.</p> <p>Performance Task: Track and Field Day</p>
		<p>Probability</p> <p>Understanding Probability Describe the probability of an event as a number between 0 and 1, which represents the likelihood of the event. Identify an event with a given probability as impossible, unlikely, likely, or certain. Use the fact that the sum of the probabilities of all possible outcomes is 1 to find the probabilities of complementary events.</p> <p>Theoretical Probability Express the theoretical probabilities of given outcomes of an experiment as a ratio. Use a given sample space to calculate the theoretical probabilities of events. Use theoretical probability to make predictions.</p> <p>Experimental Probability Find the experimental probability of an event, expressing it as a ratio. Use experimental probability to make predictions.</p> <p>Experimental vs. Theoretical Probability Compare experimental results to theoretical probabilities and make conjectures about the results. Explain possible sources of discrepancy between the theoretical and experimental probability of an event.</p> <p>Compound Events and Sample Space Determine outcomes in a sample space that represents a given compound event. Identify the sample space for an experiment involving compound events.</p> <p>Probability of Compound Events Find probabilities of dependent compound events using organized lists, tables, or tree diagrams. Find probabilities of independent compound events using organized lists, tables, or tree diagrams.</p> <p>Simulations to Estimate Probabilities Design a simulation to experimentally determine the probability of compound events. Use a simulation to generate frequencies for compound events; e.g., use a coin to simulate the gender of a baby and find the experimental probability of having exactly 1 boy in a family of three children.</p>
		<p>Sampling and Comparing Populations</p> <p>Populations and Sampling Determine when sampling is an appropriate and helpful measure of a population and when it is not. Explain that statistics can be used to gain information about a population by examining a sample of the population.</p> <p>Sampling Methods Compare a random sample to a biased sample in a variety of real-world contexts to determine validity. Identify and explain the process for choosing a random sample.</p> <p>Inferences and Predictions Examine sample size and the effect on a prediction using the results of a simulation. Make an inference about the whole population based on a sample by using proportional reasoning.</p> <p>Multiple Samples Compare samples generated from simulations to draw an inference about a population. Use a simulation to generate multiple samples of the same size.</p>

Unit	Lesson	Lesson Objectives
<p>Variation in Predictions and Estimates Analyze the results of multiple samples by comparing the means of samples and populations. Describe variations in estimates or predictions of multiple samples.</p> <p>Analyzing Dot Plots Analyze two dot plots with similar variation by comparing the measures of center. Informally compare shapes of two different data distributions with similar variations.</p> <p>Comparing Measures of Center and Variability Analyze two numerical data distributions with similar variation by calculating and comparing the measures of center to the measure of variability. Compare the measures of center of two sets of data using a multiple of the measure of variability, expressed as a ratio. Draw an informal comparative inference about two sets of data.</p> <p>Comparing Box Plots Compare two data sets by comparing the difference in the measures of center and the measures of variability. Compare two data sets with different numbers of data points by comparing two box plots. Draw an informal comparative inference about two sets of data.</p>		
Expressions		
<p>Writing Expressions Translate algebraic expressions into words. Translate words into algebraic expressions.</p> <p>Writing and Evaluating Expressions Evaluate expressions for real-world situations. Write expressions to represent real-world situations.</p> <p>Using Properties to Simplify Expressions Simplify expressions using properties of operations and combining like terms.</p> <p>Adding and Subtracting Expressions Add algebraic expressions and use them to model real-world scenarios. Subtract algebraic expressions and use them to model real-world scenarios.</p> <p>Expanding Expressions Identify equivalent expressions. Use the distributive property to expand and simplify algebraic expressions.</p> <p>Factoring Expressions Find the greatest common factor of an algebraic expression. Rewrite algebraic expressions by factoring.</p>		
Equations		
<p>Writing Equations Write equations from words. Write equations to represent real-world situations.</p> <p>Addition and Subtraction Equations Solve one-step addition and subtraction equations in the real world and interpret the results. Solve one-step addition and subtraction equations.</p>		

Unit	Lesson	Lesson Objectives
		<p>Multiplication and Division Equations Solve one-step multiplication and division equations. Write and solve one-step multiplication and division equations in the real world and interpret the results.</p> <p>Solving Two-Step Equations Solve two-step equations in the real world and interpret the results. Solve two-step equations.</p> <p>Solving Multi-Step Equations Solve multi-step equations in the real world and interpret the results. Solve multi-step equations.</p> <p>Equations in the Real World Write and solve equations to represent real-world situations.</p> <p>Performance Task: Technology Trends</p>
		<p>Inequalities</p> <p>Writing Inequalities Write inequalities from words, and vice-versa. Write inequalities to represent real-world situations.</p> <p>Graphing Inequalities Graph an inequality. Write an inequality from a graph.</p> <p>Addition and Subtraction Inequalities Solve one-step addition and subtraction inequalities in the real world and interpret the results. Solve one-step addition and subtraction inequalities.</p> <p>Multiplication and Division Inequalities Solve one-step multiplication and division inequalities in the real world and interpret the results. Solve one-step multiplication and division inequalities.</p> <p>Solving Two-Step Inequalities Solve two-step inequalities in the real world and interpret the results. Solve two-step inequalities.</p>
		<p>Two-Dimensional Geometry</p> <p>Angle Relationships Identify supplementary, complementary, vertical, and adjacent angles. Use special relationships between angle pairs to find an unknown angle measure.</p> <p>Finding Unknown Angle Measures Use angle relationships to find unknown measures in a figure.</p> <p>Constructing Triangles Construct triangles from given parameters. Identify whether given parameters create a unique triangle, more than one triangle, or no triangle.</p> <p>Constructing Geometric Figures Construct geometric figures from triangles. Describe the characteristics of polygons.</p>

Unit	Lesson	Lesson Objectives
	Circumference	Solve problems involving the circumference of a circle.
	Area of Polygons	Solve problems involving areas of triangles and quadrilaterals.
	Area of a Circle	Describe the relationship between the circumference and area of a circle. Solve problems involving the area of a circle.
Three-Dimensional Geometry		
	Cross Sections	Describe the figure that results from slicing a three-dimensional figure.
	Surface Area of Prisms	Calculate surface areas of rectangular and triangular prisms.
	Surface Area of Pyramids	Calculate surface area of rectangular and square pyramids.
	Surface Area of Composite Figures	Calculate surface areas of composite figures.
	Volume of Prisms	Calculate volumes of rectangular and triangular prisms.
	Volume of Pyramids	Calculate volumes of rectangular and square pyramids.
	Volume of Composite Figures	Calculate volumes of composite figures.
	Volume and Surface Area Problems	Solve problems involving surface areas and volumes of prisms and composite figures.

Unit	Lesson	Lesson Objectives
Input-Output Relationships		
Graphing on the Coordinate Plane		
Create graphs from a table or situation and use them to solve problems.		
Identify and graph points in the coordinate plane, describing their relationship to axes and quadrants.		
Interpreting Graphs		
Analyze qualitative graphs.		
Create a graph to model a situation.		
Interpret information given in a graph.		
Tables, Graphs, and Equations		
Generate different representations of the same two-variable data.		
Recognize that tabular and graphical representations may be partial representations.		
Translate tables and graphs into equations.		
Introduction to Functions		
Determine if a real-world situation describes a functional relationship.		
Identify functions from tables, graphs, and equations.		
Linear vs. Nonlinear Functions		
Differentiate functions as either linear or nonlinear.		
Interpret the rate of change from a graph or table.		
Linear Functions		
Constructing Linear Functions		
Analyze linear functions to find the rate of change and initial value.		
Interpret the rate of change and initial value of a linear function in terms of the situation it models.		
Rate of Change and Introduction to Slope		
Compare positive slopes in a real-world situation.		
Determine the positive slope of a line from a table and a graph.		
Exploring Slope		
Determine the value of the slope of a line from a table or a graph.		
Recognize the difference between positive slope, negative slope, no slope, and zero slope.		
Proportional Relationships		
Compare proportional and nonproportional linear functions in the form of a table, graph, and equation.		
Determine whether a linear function is a direct variation.		
Solve problems involving direct variation.		
Slope-Intercept Form		
Analyze a graph to determine slope and y -intercept.		
Graph a linear function using the slope and y -intercept.		
Write a linear equation in slope-intercept form given the slope and y -intercept.		
Graphing in a Variety of Contexts		
Construct and analyze graphs given two components of a linear function.		
Estimate y -intercepts on a graph.		

Unit	Lesson	Lesson Objectives
		<p>Writing Linear Functions</p> <p>Compare and contrast using point-slope form and the slope-intercept form to get an equation to slope-intercept form. Write a linear equation in slope-intercept form given the slope and a point other than the y-intercept.</p> <p>Writing Linear Equations Given Two Points</p> <p>Write a linear equation in slope-intercept form given two points.</p> <p>Applying Linear Functions</p> <p>Determine what the slope and y-intercept are and what they represent in real-world functional relationships. Evaluate inputs and outputs for linear equations in slope-intercept form. Use real-world scenarios of linear functions to write an equation in slope-intercept form.</p> <p>Comparing Slopes and Intercepts</p> <p>Compare the slope and intercepts of linear functions, including when they are expressed as equations written in different forms. Determine slope and y-intercept of linear functions represented differently.</p>
Patterns in Bivariate Data		
		<p>Constructing Scatterplots</p> <p>Analyze a scatterplot. Classify dependent and independent variables. Create a scatterplot using a table of values.</p> <p>Interpreting Clusters and Outliers</p> <p>Analyze the influence outliers and clusters have on the data set. Explain the meaning of clusters and outliers in context. Identify clusters and outliers in a scatterplot and table of values.</p> <p>Exploring Association</p> <p>Analyze the correlation and association in scatterplots.</p> <p>Drawing Trend Lines</p> <p>Draw a line of best fit in scatterplots and identify its purpose. Use a graphing calculator to graph scatterplots and draw the trend line.</p> <p>Using Equations to Represent Trend Lines</p> <p>Create the linear equation of the trend line. Find and interpret the slope of a trend line.</p> <p>Making Predictions</p> <p>Analyze data to determine interpolations and extrapolations. Substitute x- and y-values into the data to create predictions of a real-world scenario. Use a calculator to graph a scatterplot and create line of best fit.</p> <p>Making Two-Way Tables</p> <p>Create a two-way table that organizes bivariate data. Determine the variables of a scenario in bivariate data. Label components of the two-way table appropriately.</p> <p>Interpreting Two-Way Tables</p> <p>Interpret and analyze a two-way table. Use frequencies to describe a possible association between two variables.</p> <p>Performance Task: Business Success</p>

Unit	Lesson	Lesson Objectives
Linear Equations		
Combining Like Terms to Solve Equations		
Determine and apply properties of equality when solving an equation.		
Identify and combine like terms to solve one-variable linear equations.		
Solving with the Distributive Property		
Justify the steps taken to solve one-variable linear equations involving the distributive property.		
Solve one-variable linear equations using the distributive property.		
Solving Equations with Rational Numbers		
Identify the least common denominator of fractions to combine like terms and solve equations.		
Solve one-variable linear equations with rational numbers using properties of equality.		
Modeling with Variables on Both Sides		
Use algebra tiles to model one-variable equations with variables on both sides.		
Use algebra tiles to solve one-variable equations with variables on both sides.		
Solving with Variables on Both Sides		
Determine and apply the steps needed to isolate a variable in a linear equation with variables on both sides.		
Solve equations with variables on both sides and verify the solutions.		
Solving Multistep Equations with Variables on Both Sides		
Build a process for solving multistep linear equations with variables on both sides.		
Solve multistep linear equations with variables on both sides and verify the solutions.		
Analyzing Solutions		
Identify equations that have one solution, infinitely many solutions, and no solution.		
Solve equations that have one solution, infinitely many solutions, and no solution.		
Write equations that have infinitely many solutions and no solution.		
Linear Systems of Equations		
Exploring Systems of Linear Equations		
Determine if a given coordinate point is a solution to a system of linear equations.		
Identify the unique solution of a system of two linear equations from a graph.		
Using Graphs to Determine the Number of Solutions		
Create a system of linear equations that has no solution, one solution, or infinitely many solutions.		
Determine the number of solutions of a system of linear equations from a graph or by inspection.		
Using Graphs to Solve Systems		
Determine the solution of a linear system from the graph.		
Graph linear systems on the coordinate plane.		
Rewrite a system of linear equations in slope-intercept form.		
Estimating Solutions of Systems		
Estimate solutions of linear systems graphically.		
Use intercepts to graph a system of equations given in standard form.		
Writing and Solving Systems		
Create systems of equations from mathematical problems.		
Solve systems of two linear equations.		

Unit	Lesson	Lesson Objectives
		<p>Using Substitution to Solve Systems Use substitution to solve a linear system.</p> <p>Rewriting Equations to Use Substitution Isolate one variable in a system of linear equations. Use substitution to solve a system of linear equations. Write and solve a system of linear equations from a real-world scenario.</p> <p>Using Addition to Solve Systems Use the linear combination method to solve linear systems.</p> <p>Multiplying One Equation to Solve Systems Solve a system using the linear combination method after multiplying one equation. Write equations of a linear system in standard form from a real-world scenario.</p> <p>Problem Solving with Systems Solve a system of linear equations. Write a system of linear equations to represent a real-world scenario.</p>
Transformations		
		<p>Congruence Determine the congruence of figures by measuring corresponding sides and angles. Identify and write corresponding parts of congruent figures.</p> <p>Overview of Transformations Identify types of transformations. Relate the result of a transformation to the original figure.</p> <p>Translations Describe a translation using coordinates. Identify and describe a translation on the coordinate plane. Translate figures on the coordinate plane given as an ordered pair and verbal expression.</p> <p>Reflections Describe a reflected figure using the line of reflection and coordinates. Identify and describe a reflection on the coordinate plane. Reflect figures on the coordinate plane given the line of reflection.</p> <p>Rotations Analyze a graph to determine the angle and direction of rotation of a figure. Identify the image of a figure after a given rotation.</p> <p>Rotations in the Coordinate Plane Describe the rotation of a figure using coordinates. Rotate figures on the coordinate plane given the degree and direction.</p> <p>Congruence and Transformations Describe a sequence of transformations that shows that a given pre-image is congruent to a transformed figure.</p> <p>Dilations Determine the result of a dilation given a center of dilation and the scale factor. Determine the scale factor of a dilation. Use proportional reasoning to determine if one figure is a dilation of another.</p>

Unit	Lesson	Lesson Objectives
		<p>Dilations in the Coordinate Plane</p> <p>Describe the dilation of a figure on the coordinate plane by the scale factor. Use the scale factor to graph dilations on the coordinate plane.</p> <p>Similarity and Transformations</p> <p>Apply scale factor to find unknown side lengths of an image or pre-image after a dilation or sequence of transformations. Describe a sequence of transformations that result in a similar figure. Determine the similarity of figures by comparing corresponding side lengths and angle measures.</p>
Congruence and Similarity		
		<p>Transversals</p> <p>Determine angle relationships created by a transversal line intersecting two nonparallel lines. Find unknown angle measures created by a transversal intersecting two or more nonparallel lines.</p> <p>Parallel Lines Cut by a Transversal</p> <p>Determine if two lines cut by a transversal are parallel. Find missing measurements using angle relationships in a diagram of a transversal crossing parallel lines. Identify interior angles, exterior angles, alternate interior angles, and alternate exterior angles when a transversal crosses parallel lines.</p> <p>Sum of Interior Angles of a Triangle</p> <p>Determine the angle measures of interior angles of a triangle. Explain that the sum of the interior angles of a triangle is 180 degrees by rearranging the angles to create a straight line. Use angle relationships formed from parallel lines cut by transversals to establish facts about the interior angles of a triangle.</p> <p>Exterior Angles of a Triangle</p> <p>Determine angle measures of exterior angles of a triangle and the sum of exterior angles of a triangle. Identify exterior, adjacent interior, and remote interior angles of a triangle. Use angle relationships to establish facts about exterior angles of a triangle.</p> <p>Similar Triangles</p> <p>Analyze and apply third angle theorem and angle-angle criterion in similar triangles. Identify proportionality of side lengths to determine triangle similarity. Write similarity statements of similar triangles.</p> <p>Similar Triangles and Slope</p> <p>Find unknown measurements of similar triangles. Interpret similar triangles created by intersecting transversal and parallel lines. Use similar triangles in the coordinate plane to write linear equations.</p> <p>Performance Task: Sign Production</p>
Working with Exponents		
		<p>Powers and Exponents</p> <p>Evaluate powers using fractional and negative bases. Express a power of a positive integer base in expanded form. Express expanded form in exponential form.</p> <p>Zero and Negative Exponents</p> <p>Determine patterns of exponent values from a table. Evaluate powers of zero and negative exponents. Simplify expressions of zero and negative exponents.</p>

Unit	Lesson	Lesson Objectives
		<p>Powers with the Same Base</p> <ul style="list-style-type: none"> Evaluate powers of the same base through multiplication and division. Simplify expressions of powers with the same base. <p>Raising a Power to a Power</p> <ul style="list-style-type: none"> Simplify and evaluate expressions of raising a power to a power of integer exponents. <p>Evaluating Expressions with Exponents</p> <ul style="list-style-type: none"> Evaluate expressions using substitution of the variables. Simplify expressions using the rules of exponents. <p>Introduction to Scientific Notation</p> <ul style="list-style-type: none"> Convert very small or very large numbers between scientific notation and standard notation. Order and estimate products and quotients of numbers written in scientific notation. <p>Operations with Scientific Notation</p> <ul style="list-style-type: none"> Evaluate products and quotients of scientific notation values. Identify proper units of measurement for quantities written in scientific notation. Recognize scientific notation answers generated by technology and identify the symbols associated with the value.
		<p>Pythagorean Theorem and Irrational Numbers</p> <p>Exploring the Pythagorean Theorem</p> <ul style="list-style-type: none"> Apply the Pythagorean theorem using Pythagorean triples as the side lengths. Identify sets of Pythagorean triples. Recognize perfect squares. Use Pythagorean triples to determine if a triangle is a right triangle. <p>Estimating and Comparing Square Roots</p> <ul style="list-style-type: none"> Estimate square roots without using technology. Make comparative statements involving square roots. Plot the estimated values of square roots on a number line. <p>Finding the Hypotenuse in Right Triangles</p> <ul style="list-style-type: none"> Approximate the length of the hypotenuse of a right triangle to solve real-world problems. Use the Pythagorean theorem to find the length of the hypotenuse of a right triangle. <p>Unknown Leg Lengths in Right Triangles</p> <ul style="list-style-type: none"> Approximate the length of a leg of a right triangle to solve real-world problems. Given the length of one leg and the hypotenuse of a right triangle, use the Pythagorean theorem to find the length of the other leg. <p>Converse to the Pythagorean Theorem</p> <ul style="list-style-type: none"> Determine if a triangle is a right triangle by using the converse of the Pythagorean theorem. <p>Finding Distance in the Coordinate Plane</p> <ul style="list-style-type: none"> Apply the Pythagorean theorem to find the distance between two points on the coordinate plane. Generate and use the distance formula to find the distance between two points on the coordinate plane. <p>Pythagorean Theorem in Three Dimensions</p> <ul style="list-style-type: none"> Identify diagonals and right triangles within cubes. Solve for unknown side lengths of right triangles within a cube.

Unit	Lesson	Lesson Objectives
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Exploring Real Numbers

- Classify numbers as rational or irrational numbers, and decimals as terminating or repeating.
- Determine sums and products of rational and irrational numbers.
- Express a repeating decimal with bar notation, and convert it to a fraction.

Performance Task: Architectural Works and Wonders

Volume

Introduction to the Volume of a Cylinder

- Apply the formula to find the volume of a cylinder.
- Recognize and identify parts of a cylinder.

Applications with the Volume of a Cylinder

- Find unknown dimensions of a cylinder given its volume.
- Solve real-life problems using the volume of cylinders.

Introduction to the Volume of a Cone

- Apply the formula to find the volume of a cone.
- Connect the volume of a cone to the volume of a cylinder.
- Recognize and identify parts of a cone.

Applications with the Volume of a Cone

- Find unknown dimensions of a cone given its volume.
- Solve a real-world problem utilizing the formula for volume of a cone.

Introduction to the Volume of a Sphere

- Apply the formula to find the volume of a sphere.
- Connect the volume of a sphere to the volume of a cylinder.
- Identify the parts of a sphere.

Spherical and Cubic Volume Applications

- Apply volume formulas, including those that evaluate perfect cubes, to find unknown measurements.
- Recognize perfect cubes.
- Solve a real-world problem utilizing the formula for volume of a sphere.

Unit	Topic	Lesson	Lesson Objectives
Equations and Inequalities			
Equations and Inequalities			
Writing Linear Equations			
Write linear equations			
Writing Equations of Parallel and Perpendicular Lines			
Write equations of parallel and perpendicular lines			
Solving Equations Graphically			
Solve equations using the intersect method			
Solve equations using the x-intercept method			
Applications of Equations			
Solve application problems			
Inequalities			
Find exact solution of quadratic and factorable inequalities			
Solve linear inequalities and compound linear inequalities			
Use interval notation			
Graphing Linear Inequalities			
Graph linear inequalities			
Systems of Equations and Inequalities			
Solving Systems of Equations in Two Variables			
Solve systems of equations algebraically			
Solve systems of equations graphically			
Solving Systems of Equations in Three Variables			
Solve systems of equations involving three variables algebraically			
Solving Systems of Linear Inequalities			
Find the maximum or minimum value of a function defined for a polygonal convex set			
Graph systems of inequalities			
Linear Programming			
Recognize situations where exactly one solution to a linear programming application may not exist			
Use linear programming procedures to solve applications			

Unit	Topic	Lesson	Lesson Objectives
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Functions**Functions and Graphs****Graphing Linear Equations**

Find the slope of a line through two points

Find the x- and y-intercepts of a line

Find zeros of linear functions

Graph linear equations

Operations with Functions

Find composite functions

Iterate functions using real numbers

Perform operations with functions

Twelve Basic Functions

Recognize graphs of twelve basic functions, determine domains of functions related to the twelve basic functions and combine the twelve basic functions in various ways to create new functions

Piecewise Functions

Identify and graph piecewise functions including greatest integer, step, and absolute value functions

Graphs and Transformations

Define parent functions

Transform graphs of parent functions

The Nature of Graphs**Families of Graphs**

Identify transformations of simple graphs

Sketch graphs of related functions

Graphs of Nonlinear Inequalities

Graph polynomial, absolute value, and radical inequalities in two variables

Solve absolute value inequalities

Inverse Functions and Relations

Determine inverses of relations and functions

Graph functions and their inverses

Direct, Inverse, and Joint Variation

Solve problems involving direct, inverse and joint variations.

Polynomial, Rational, and Exponential Functions**Solving Quadratic Equations Algebraically**

Solve equations by: factoring, square root of both sides, completing the square, quadratic formula

Solve equations in quadratic form

Unit	Topic	Lesson	Lesson Objectives
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Graphs of Rational Functions

- Determine vertical, horizontal, and slant asymptotes.
- Graph rational functions.

Fundamental Polynomial Connections

- Find the factors of polynomials using the Remainder and Factor Theorems

Locating Zeros of Polynomial Function

- Approximate the real zeros of a polynomial function

Exponential and Logistic Functions

- Evaluate exponential expressions and identify and graph exponential and logistic functions

The Number e

- Use the exponential function $y = ex$.

Logarithmic Functions and Their Graphs

- Convert equations between logarithmic form and exponential form, evaluate common and natural logarithms, and graph common and natural logarithmic functions

Conics

Conic Sections

Circles and Parabolas

- Find the standard form equation, focus, and directrix of a parabola.

Ellipses

- Given an equation of an ellipse, graph it and label the center, vertices, co-vertices, and foci.
- Write the standard equation for an ellipse given sufficient information.

Ellipses

- Define an ellipse
- Graph ellipses
- Identify important characteristics of ellipses
- Write the equation of an ellipse

Hyperbolas

- Graph hyperbolas.
- Write equations of hyperbolas.

Hyperbolas

- Define a hyperbola
- Graph hyperbolas
- Identify important characteristics of hyperbolas
- Write the equation of a hyperbola

Unit	Topic	Lesson	Lesson Objectives
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Trigonometric Functions**Trigonometric Functions****Circular Functions**

Define and use the trigonometric functions based on the unit circle.

Find the exact values of trigonometric functions of angles.

Angles and Radian Measure

Change from radian measure to degree measure, and vice versa

Find the area of a sector

Find the length of an arc given the measure of the central angle

Applying Trigonometric Functions

Use trigonometry to find the measures of the sides of right triangles

Amplitude and Period

Determine the amplitude of the graph of $y = a \sin(bx)$ and $y = a \cos(bx)$ using a formula

Determine the period of the graph of $y = a \sin(bx)$ and $y = a \cos(bx)$ using a formula

The Sine Function

Graph sine curves.

Identify properties of the sine function.

The Cosine Function

Graph and write cosine functions.

Solve trigonometric equations.

Trigonometric Inverses and Their Graphs

Find principal values of inverse trigonometric functions

Graph inverse trigonometric functions

Inverse Functions

Determine the inverse sine and cosine of a number using technology

Determine the inverse tangent of a number

Trigonometry of General Triangles**Law of Sines and Cosines****Area and The Law of Sines**

Find the area of any triangle.

Use the Law of Sines.

The Law of Sines

Find the area of a triangle if the measures of two sides and the included angle or the measures of two angles and a side are given

Solve triangles by using the Law of Sines if the measures of two angles and a side are given

Unit	Topic	Lesson	Lesson Objectives
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The Ambiguous Case for the Law of Sines

- Determine whether a triangle has zero, one, or two solutions
- Solve triangles using the Law of Sines

The Law of Cosines

- Find the area of triangles if the measures of the three sides are given
- Solve triangles by using the Law of Cosines

Law of Sines and Law of Cosines — a Deeper Look

- Use right triangle trigonometry to develop and prove the Law of Cosines.
- Use right triangle trigonometry to develop and prove the Law of Sines.
- Use the Law of Cosines to solve problems.
- Use the Law of Sines to solve problems.

Sum and Difference Identities

- Evaluate expressions by using the sum and difference identities.
- Use matrix multiplication with sum and difference identities to perform rotations.

Sum and Difference Identities

- Use the sum and difference identities for the sine, cosine, and tangent functions

Matrices

Matrix Operations

Matrices

- Represent systems of equations by augmented matrices
- Solve applications by using matrices
- Solve systems by using a calculator to obtain reduced row echelon form matrices
- Solve systems of equations by row reduction

Networks

- Develop mathematical models using matrices
- Use matrices to describe finite graphs

Organizing Data Into Matrices

- Identify matrices and their elements.
- Organize data into matrices.

Adding and Subtracting Matrices

- Add and subtract matrices.
- Solve certain matrix equations.

Unit	Topic	Lesson	Lesson Objectives
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Multiplication Matrix

Multiply a matrix by a scalar.

Multiply two matrices.

Modeling with Matrices**Identity and Inverse Matrices**

Determine whether two matrices are inverses.

Find the inverse of a 2×2 matrix.

Determinants

Evaluate the determinant of a 2×2 matrix.

Evaluate the determinant of a 3×3 matrix.

Geometric Transformations with Matrices

Represent reflections and rotations with matrices.

Represent translations and dilations with matrices.

Modeling Motion with Matrices

Use Matrices to determine the coordinates of polygons under a given transformation

Solving Systems with Matrix Equations

Use matrices to solve systems of linear equations in mathematical and real-world situations.

Vectors**Vector Operations****Complex Numbers**

Add, subtract, multiply, and divide complex numbers; and find complex zeros of quadratic functions

Distance and Midpoints in the Complex Plane

Calculate the modulus of a complex number.

Solve problems involving distances and midpoints in the complex plane.

Use the average to find the midpoint of a segment in the complex plane.

Use the modulus to find the distance between any two complex numbers in the plane.

Geometric Vectors

Add and subtract vectors geometrically

Find equal, opposite, and parallel vectors

Algebraic Vectors

Add, subtract, multiply, and find the magnitude of vectors algebraically.

Find ordered pairs that represent vectors

Unit	Topic	Lesson	Lesson Objectives
			<p>Vectors in Geometry</p> <ul style="list-style-type: none"> Calculate the magnitude and direction of a vector given its component form Perform operations on vectors Solve problems involving vectors in modeling situations <p>Vector Multiplication Using Matrices</p> <ul style="list-style-type: none"> Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Solve problems involving transformations of vectors using matrices. <p>Dot Products of Vectors</p> <ul style="list-style-type: none"> Calculate dot products and projections of vectors <p>Polar Coordinates</p> <ul style="list-style-type: none"> Convert points and equations from polar to rectangular coordinates and vice versa
			<p>Probability</p> <p>Probability</p> <p>Probability</p> <ul style="list-style-type: none"> Create and use graphs of probability distributions. Find the probability and odds of events. <p>Multiplying Probabilities</p> <ul style="list-style-type: none"> Find the probability of dependent events. Find the probability of two independent events. <p>Probability with Combinations or Permutations</p> <ul style="list-style-type: none"> Find the theoretical probability of a favorable outcome Use combinations or permutations to determine the number of ways an event can occur <p>Probability with Combinations and Permutations</p> <ul style="list-style-type: none"> Quantify outcomes using combinations and permutations Use combinations and permutations to compute probabilities of compound events <p>Decision Making Using Probability</p> <ul style="list-style-type: none"> Calculate probabilities and make decisions in modeling situations Construct a theoretical probability model from all possible outcomes <p>Basic Statistics</p> <ul style="list-style-type: none"> Create displays of qualitative and quantitative data Describe the shape of a distribution Identify data types <p>Normal Distributions</p> <ul style="list-style-type: none"> Calculate the probability of a binomial experiment

Unit	Topic	Lesson	Lesson Objectives
Right Triangle Relationships			
Right Triangle Relationships			
Angles and Degree Measure			
Convert decimal degree measures to degrees, minutes, and seconds and vice versa			
Find the number of degrees in a given number of rotations			
Identify angles that are conterminal with a given angle			
Pythagorean Theorem			
Apply the Pythagorean theorem to find side lengths of a right triangle			
Solve problems using the Pythagorean theorem in modeling situations			
Special Right Triangles			
Solve problems involving special right triangles in modeling situations			
Use properties of 45° - 45° - 90° and 30° - 60° - 90° triangles to find side lengths			
Trigonometric Ratios			
Apply trigonometric relationships to complementary angles to write equivalent expressions			
Determine the exact values of sine, cosine, and tangent for 30° , 45° , and 60°			
Identify and apply the trigonometric ratios of sine, cosine, and tangent			
Trigonometric Ratios in Right Triangles			
Find the values of trigonometric ratios for acute angles of right triangles			
Applying Trigonometric Functions			
Applying Trigonometric Functions			
Right Triangles			
Determine the sine, cosine, and tangent of an acute angle by using technology			
Determine the sine, cosine, and tangent of an angle using right triangles			
Identify sides and corresponding angles of a right triangle			
Use proportions to determine side lengths of similar right triangles			
Angle Relationships			
Demonstrate that the sine and cosine of complementary angles are equal			
Identify complementary angles			
Angles of Elevation and Depression			
Identify angles of elevation and depression in problem situations			
Solve problems involving angles of elevation and depression			
Inverse Functions			
Determine the inverse sine and cosine of a number using technology			
Determine the inverse tangent of a number			

Unit	Topic	Lesson	Lesson Objectives
			Applying Trigonometric Functions Use trigonometry to find the measures of the sides of right triangles
			Trigonometric Angles
			Trigonometric Angles
			Angles and Radian Measure Change from radian measure to degree measure, and vice versa Find the area of a sector Find the length of an arc given the measure of the central angle
			Angles of Rotation Find coterminal and reference angles. Find the trigonometric function values of angles in standard position.
			Functions of Angles Find values of trigonometric functions for general angles. Use reference angles to find values of trigonometric functions.
			Circular Trigonometry
			Circular Trigonometry
			Circular Functions Define and use the trigonometric functions based on the unit circle. Find the exact values of trigonometric functions of angles.
			Trigonometric Functions on the Unit Circle Find the values of six trigonometric functions of an angle in standard position given a point on its terminal side Find the values of six trigonometric functions using the unit circle
			Solving Right Triangles Evaluate inverse trigonometric functions Find missing angle measurements Solve right triangles
			Trigonometric Graphs
			Trigonometric Graphs
			The Sine Function Graph sine curves. Identify properties of the sine function.

Unit	Topic	Lesson	Lesson Objectives
			<p>The Cosine Function</p> <ul style="list-style-type: none"> Graph and write cosine functions. Solve trigonometric equations. <p>Graphs of Sine and Cosine: Sinusoids</p> <ul style="list-style-type: none"> Generate graphs of the sine and cosine functions and explore various transformations of these graphs <p>The Tangent Function</p> <ul style="list-style-type: none"> Graph the tangent function. <p>Graphs of Tangent, Cotangent, Secant, and Cosecant</p> <ul style="list-style-type: none"> Learn tangent, cotangent, secant, and cosecant functions
			<p>Translations of Trigonometric Graphs</p> <p>Translations of Trigonometric Graphs</p> <p>Periodic Graphs and Amplitude</p> <ul style="list-style-type: none"> State the period and amplitude (if any) given the function rule or the graph of a sine, cosine, or tangent function Use the period and amplitude (if any) to sketch the graph of a sine, cosine, or tangent function <p>Periodic Graphs and Phase Shifts</p> <ul style="list-style-type: none"> State the period, amplitude vertical shift, and phase shift given the function rule or graph of a sine or cosine function Use graphs to determine whether an equation could possibly be an identity <p>Amplitude and Period</p> <ul style="list-style-type: none"> Determine the amplitude of the graph of $y = a \sin(bx)$ and $y = a \cos(bx)$ using a formula Determine the period of the graph of $y = a \sin(bx)$ and $y = a \cos(bx)$ using a formula <p>Inverses of Trigonometric Functions</p> <ul style="list-style-type: none"> Evaluate trigonometric expressions involving inverses. <p>Trigonometric Inverses and Their Graphs</p> <ul style="list-style-type: none"> Find principal values of inverse trigonometric functions Graph inverse trigonometric functions <p>Wavelength and Frequency</p> <ul style="list-style-type: none"> Determine the sine model for a given frequency Know the relationship between wavelength and frequency
			<p>Law of Sines and Cosines</p> <p>Law of Sines and Cosines</p> <p>The Law of Sines</p> <ul style="list-style-type: none"> Find the area of a triangle if the measures of two sides and the included angle or the measures of two angles and a side are given Solve triangles by using the Law of Sines if the measures of two angles and a side are given

Unit	Topic	Lesson	Lesson Objectives
			<p>The Ambiguous Case for the Law of Sines</p> <ul style="list-style-type: none"> Determine whether a triangle has zero, one, or two solutions Solve triangles using the Law of Sines <p>The Law of Cosines</p> <ul style="list-style-type: none"> Find the area of triangles if the measures of the three sides are given Solve triangles by using the Law of Cosines
Trigonometric Identities			
			<p>Trigonometric Identities</p> <p>Trigonometric Identities</p> <ul style="list-style-type: none"> Use identities to find trigonometric values. Use trigonometric identities to simplify expressions. <p>Basic Trigonometric Identities</p> <ul style="list-style-type: none"> Identify and use reciprocal identities, quotient identities, Pythagorean identities, symmetry identities, and opposite-angle identities <p>Verifying Trigonometric Identities</p> <ul style="list-style-type: none"> Verify trigonometric identities by transforming each side of the equation into the same form. Verify trigonometric identities by transforming one side of an equation into the form of the other side. <p>Verifying Trigonometric Identities</p> <ul style="list-style-type: none"> Find numerical values of trigonometric functions Use the basic trigonometric identities to verify other identities <p>Sum and Difference Identities</p> <ul style="list-style-type: none"> Use the sum and difference identities for the sine, cosine, and tangent functions <p>Double-Angle and Half-Angle Identities</p> <ul style="list-style-type: none"> Use the double- and half-angle identities for the sine, cosine, and tangent functions
Trigonometric Identity Application			
			<p>Trigonometric Identity Application</p> <p>Solving Trigonometric Equations</p> <ul style="list-style-type: none"> Solve real-world problems by using trigonometric equations. Solve trigonometric equations algebraically and graphically. <p>Solving Trigonometric Equations</p> <ul style="list-style-type: none"> Solve trigonometric equations and inequalities <p>Normal Form of a Linear Equation</p> <ul style="list-style-type: none"> Write linear equations in normal form Write the standard form of a linear equation given the length of the normal and the angle it makes with the x-axis

Unit	Topic	Lesson	Lesson Objectives
			Distance from a Point to a Line <ul style="list-style-type: none">Find the distance between two parallel linesFind the distance from a point to a lineWrite equations of lines that bisect angles formed by intersecting lines.
			Polar Coordinate System
			Polar Coordinate System
			Polar Coordinates <ul style="list-style-type: none">Convert points and equations from polar to rectangular coordinates and vice versa
			Graphs of Polar Equations <ul style="list-style-type: none">Graph polar equations and determine the maximum r-value and the symmetry of a graph
			Complex Numbers <ul style="list-style-type: none">Add, subtract, multiply, and divide complex numbers; and find complex zeros of quadratic functions
			De Moivre's Theorem and nth Roots <ul style="list-style-type: none">Represent complex numbers in trigonometric form and perform operations on them

Unit	Lesson	Lesson Objectives
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Ecology		
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The Cycles of Matter

- Demonstrate the importance of water, carbon, nitrogen, and phosphorus in ecosystems.
- Describe how water, carbon, nitrogen, and phosphorus are cycled through ecosystems.
- Science Practice: Compare the economic, human, and environmental losses to the benefits of a specific scientific example.

Organizational Hierarchy

- Describe how organisms, populations, communities, ecosystems, and biomes are related.
- Describe the hierarchy of organisms, populations, communities, ecosystems, and biomes.
- Science Practice: Examine the economic, societal, and environmental impacts of a real-world example.

Relationships Among Organisms

- Describe the five major types of interactions between organisms.
- Examine how symbiotic relationships can create dependency among species.
- Explain how invasive species affect the environment they occupy.
- Science Practice: Describe various ways evidence can be interpreted or explained.

Energy Flow in Ecosystems

- Distinguish between producers, consumers, and decomposers.
- Explain the energy flow in a food web.
- Illustrate the flow of energy through an ecosystem.
- Science Practice: Locate data on a table and relate that data to a corresponding graph.

Succession and Extinction

- Assess the importance of biodiversity in an ecosystem.
- Identify and explain the stages of succession in an ecosystem.
- Identify factors that may disturb ecosystem stability.
- Science Practice: Locate data on a table and relate that data to a corresponding graph.

Populations and the Environment

- Compare and contrast positive and negative interactions between organisms and their environment.
- Demonstrate how an organism's habitat determines its niche.
- Determine biotic and abiotic factors within an ecosystem.
- Science Practice: Distinguish between and give examples of observation and inference.

Population Size and Structure

- Describe the limiting factors that affect a population in a given environment.
- Differentiate between density-dependent and density-independent factors.
- Explain how birth rate, death rate, immigration, and emigration affect population size.
- Science Practice: Evaluate the impact of science and technology on society.

Unit	Lesson	Lesson Objectives
Population Growth		
<p>Compare and contrast exponential and logistic growth models.</p> <p>Determine factors that influence a species' carrying capacity.</p> <p>Identify factors that affect population growth.</p> <p>Science Practice: Predict trends and outcomes based on a given set of data.</p>		
Human Impact on the Environment		
<p>Analyze how human populations affect resources.</p> <p>Give examples of human activities that have been beneficial and detrimental to the environment.</p> <p>Relate the greenhouse effect to global warming and explain its impact on the environment.</p> <p>Science Practice: Give examples of science contributions impacting sustainability.</p>		
The Building Blocks of Life		
Characteristics of Life		
<p>Compare and contrast living and nonliving objects.</p> <p>Describe the characteristics of living organisms.</p> <p>List the levels of organization within a living organism in hierarchical order.</p> <p>Science Practice: Examine how two different scientists could use different experimental designs and have the same outcome.</p>		
Elements of Living Organisms		
<p>Differentiate between elements and compounds.</p> <p>Identify the six most common elements found in living organisms.</p> <p>Illustrate the importance of the six most common elements to living organisms.</p> <p>Science Practice: Demonstrate how to read a Material Safety Data Sheet (MSDS).</p>		
Carbohydrates		
<p>Compare the structures of monosaccharides, disaccharides, and polysaccharides.</p> <p>Differentiate between the roles of monosaccharides, disaccharides, and polysaccharides in living organisms.</p> <p>Identify the role of carbohydrates in living organisms.</p> <p>Science Practice: Construct charts, graphs, and tables to organize data.</p>		
Lipids		
<p>Compare and contrast the structures of saturated and unsaturated lipids.</p> <p>Explain the roles of lipids within living organisms.</p> <p>Science Practice: Evaluate data to formulate a conclusion.</p>		

Unit	Lesson	Lesson Objectives
Proteins and Nucleic Acids		
<p>Explain the roles of proteins and nucleic acids in living organisms.</p> <p>Identify the components of proteins and nucleic acids and discuss how they were discovered.</p> <p>Recognize essential amino acids found in living organisms.</p> <p>Science Practice: Evaluate the impact of science and technology on society.</p>		
Catalysts		
<p>Describe the "lock and key" mechanism of enzymes in chemical reactions.</p> <p>Explain how catalysts affect the energy of a chemical reaction.</p> <p>Relate changes in energy to the rate of a chemical reaction.</p> <p>Science Practice: Create a laboratory experiment to answer a specific question.</p>		
Lab: Identifying Nutrients		
<p>Describe nutrients found in common foods such as bread, meat, juice, oil, and milk.</p> <p>Identify carbohydrates, lipids, and proteins found in food samples by conducting chemical tests.</p> <p>Science Practice: Discuss how to apply safe practices during a lab and/or field investigation.</p>		
Cell Biology		
The Function of Organelles		
<p>Describe the functions of each organelle.</p> <p>Identify the organelles of a cell.</p> <p>Science Practice: Construct charts, graphs, and tables to organize data.</p>		
Animal and Plant Cells		
<p>Compare and contrast the structures of animal and plant cells.</p> <p>Differentiate between the cell membrane and the cell wall.</p> <p>Science Practice: Construct charts, graphs, and tables to organize data.</p>		
ATP		
<p>Describe the role of ATP in living organisms other than plants.</p> <p>Describe the role of ATP in plant processes.</p> <p>Identify ATP as a source of energy for living organisms.</p> <p>Science Practice: Evaluate data to formulate a conclusion.</p>		
Light Dependent Reactions in Photosynthesis		
<p>Outline the steps of the light-dependent reactions in photosynthesis.</p> <p>Science Practice: Distinguish between and give examples of observation and inference.</p>		

Unit	Lesson	Lesson Objectives
Light Independent Reactions in Photosynthesis		
Compare and contrast the light-dependent and the light-independent reactions of photosynthesis.		
Outline the steps of the light-independent reactions in photosynthesis.		
Science Practice: Apply the scientific method to given scenarios.		
Cellular Respiration		
Compare and contrast aerobic and anaerobic cellular respiration.		
Describe how cellular respiration converts glucose to energy in the form of ATP.		
Explain the importance of cellular respiration to living organisms.		
Science Practice: Organize data using specific grouping methods.		
Cellular Processes		
Cell Theory		
Compare and contrast the functions of different types of microscopes.		
Describe the components of cell theory.		
Examine the role of microscopes in discovering cells.		
Science Practice: Analyze how new technologies and experiments affect previous scientific explanations.		
Prokaryotic and Eukaryotic Cells		
Compare and contrast prokaryotic and eukaryotic cells.		
Describe the basic structure of a cell.		
Explain the endosymbiotic theory.		
Science Practice: Evaluate past research from investigations similar in design and purpose.		
Cell Homeostasis		
Describe the importance of homeostasis to living organisms.		
Differentiate between diffusion, osmosis, passive transport, and active transport.		
Explain how cells maintain homeostasis.		
Science Practice: Generate procedures to utilize charts, graphs, and tables to show data.		
Mitosis		
Describe the steps of mitosis.		
Explain the importance of mitosis to living organisms.		
Science Practice: Analyze how new technologies and experiments affect previous scientific explanations.		
Meiosis		
Describe the roles of crossing over and independent assortment in meiosis.		
Explain the importance of meiosis to living organisms.		
Illustrate the steps of meiosis.		
Science Practice: Examine how a scientist's creativity can lead to scientific discovery.		

Unit	Lesson	Lesson Objectives
Asexual and Sexual Reproduction		
<p>Compare and contrast sexual and asexual reproduction.</p> <p>Differentiate between mitosis and meiosis.</p> <p>Relate the processes of mitosis and meiosis to reproduction.</p> <p>Science Practice: Outline how to formulate scientific questions using reproduction as a model.</p>		
Cell Differentiation and Specialization		
<p>Analyze the effect of changing external conditions on specialized cells.</p> <p>Describe specialized cells found within living organisms.</p> <p>Explain the role of differentiation in the creation of specialized cells.</p> <p>Science Practice: Examine how two different scientists could use different experimental designs and have the same outcome.</p>		
Molecular Genetics		
Genetic Code		
<p>Describe the relationship between DNA, genes, and chromosomes.</p> <p>Describe the role of DNA replication in transmitting genetic information.</p> <p>Science Practice: Evaluate the impact of science and technology on society.</p> <p>Summarize the experiments that led to the discovery of the genetic code.</p>		
DNA and RNA Structure		
<p>Analyze the similarities and differences between DNA and RNA.</p> <p>Explain how the base pairing in DNA and RNA was discovered.</p> <p>Science Practice: Give examples of how research affects science, society, and the environment.</p>		
Protein Synthesis		
<p>Explain the relationship between transcription and gene expression.</p> <p>Explain the relationship between translation and gene expression.</p> <p>Science Practice: Give examples of how hypotheses lead to new experimental methods.</p>		
Lab: Building Proteins from RNA		
<p>Demonstrate how base pairing builds proteins from RNA.</p> <p>Describe the role of RNA in the creation of proteins.</p> <p>Science Practice: Conduct a laboratory experiment to answer a specific question.</p>		
DNA Mutations		
<p>Analyze the effect of harmful environmental factors on DNA.</p> <p>Describe common types of DNA mutations.</p> <p>Explain the effects of DNA mutations on the characteristics of living organisms.</p> <p>Science Practice: Discriminate scientific claims that are socially accepted but not scientifically based.</p>		

Unit	Lesson	Lesson Objectives
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Chromosomes

- Create and label a diagram of homologous chromosome pairs with heterozygous alleles.
- Explain how a karyotype can be used to identify genetic defects.
- Illustrate the structure of a chromosome and its relationship to DNA.
- Science Practice: Apply the components of a scientific report.

Heredity

Introduction to Genetics

- Describe the role of nucleic acids in transmitting genetic information.
- Explain the importance of Gregor Mendel to the field of genetics.
- Science Practice: Give examples of how hypotheses lead to new experimental methods.

Probability of Inheritance

- Determine genotype and phenotype probabilities from Punnett squares.
- Predict possible allele combinations of offspring based on the genetics of the parent.
- Science Practice: Explain how changing the variables, methods, and timing impacts scientific investigation.
- Use Punnett squares to create monohybrid and dihybrid crosses.

Laws of Inheritance

- Apply the law of independent assortment.
- Describe how the principle of dominance applies to genes.
- Science Practice: Differentiate scientific hypotheses, theories, and laws.
- Summarize the law of segregation.

Lab: Mouse Genetics (One Trait)

- Demonstrate how dominant and recessive alleles are passed from parents to offspring.
- Science Practice: Evaluate data to formulate a conclusion.
- Use the laws of inheritance to breed mice with desired genotypes for fur color.

Non-Mendelian Inheritance

- Analyze examples of polygenic traits.
- Differentiate between incomplete dominance and codominance.
- Explain how blood type is determined.
- Science Practice: Assess how science and society impact each other.

Sex-linked Inheritance

- Analyze a pedigree to determine sex-linked traits.
- Science Practice: Give examples of how research affects science, society, and the environment.
- Summarize the process of sex-linked inheritance.

Unit	Lesson	Lesson Objectives
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Lab: Mouse Genetics (Two Traits)

Demonstrate how alleles are passed independently of one another.

Science Practice: Evaluate data to formulate a conclusion.

Use the laws of inheritance to describe how two separate traits are inherited in an organism.

Evolution of Life

Darwin's Theory

Explain how natural selection acts as a mechanism of evolution.

Science Practice: Describe how scientific investigations lead to new scientific questions.

Summarize the main points of Darwin's theory.

Summarize the major concepts of natural selection.

Factors Affecting Genetic Variation

Describe genetic drift and gene flow as mechanisms of evolution.

Give examples of how environmental factors affect genetic variation and influence natural selection.

Science Practice: Predict trends and outcomes based on a given set of data.

Lab: Natural Selection

Identify natural selection as a mechanism for the evolution of a population.

Science Practice: Decide whether specific questions can be answered using scientific investigation.

Hardy-Weinberg Principle

Identify the conditions that are necessary for a population to be in Hardy-Weinberg equilibrium.

Science Practice: Describe how scientific investigations lead to new scientific questions.

Use the Hardy-Weinberg equation to predict the frequency of genotypes in a population given the frequency of phenotypes.

Factors Affecting Biological Diversity

Examine how directional, disruptive, and stabilizing selection affect biological diversity.

Explain how new or varied species originate via natural selection.

Science Practice: Judge claims made by scientific explanations, data, or arguments.

Biogeographic Isolation

Analyze how new species are formed by reproductive and geographic isolation.

Analyze the relationship between biogeographic isolation and the theory of evolution.

Explain the concept of biogeographic isolation.

Science Practice: Give examples of how hypotheses lead to new experimental methods.

Unit	Lesson	Lesson Objectives
Biological Evidence and the Fossil Record		
<p>Assess the comparative anatomies among organisms.</p> <p>Describe how the fossil record shows common ancestry between organisms.</p> <p>Distinguish scientific evidence that supports the theory of evolution.</p> <p>Science Practice: Explain the role of scientific argumentation in evaluating the validity of data, claims, hypotheses, and observations.</p>		
Evolutionary Relationships		
<p>Analyze the relationships among organisms based on a variety of shared characteristics.</p> <p>Explain how understanding evolutionary history impacts classification of organisms.</p> <p>Interpret evolutionary relationships among organisms on a cladogram.</p> <p>Science Practice: Describe various ways evidence can be interpreted or explained.</p>		
Human Evolution		
<p>Discuss specific hominid fossils that were key to understanding the evolution of modern humans.</p> <p>Science Practice: Inspect resources for valid information to use in research.</p> <p>Summarize how the anatomy of humans has changed over time from scientific evidence.</p>		
Taxonomy		
Methods of Classification		
<p>Describe how organisms are classified.</p> <p>Explain reasons why systems of classification may change.</p> <p>Explain the purpose of biological taxonomy.</p> <p>Science Practice: Organize data using specific grouping methods.</p>		
The Kingdoms		
<p>Compare characteristics of taxonomic groups.</p> <p>Distinguish the six kingdoms of living organisms.</p> <p>Science Practice: Organize data using specific grouping methods.</p> <p>Summarize the levels of biological classification.</p>		
Types of Plants		
<p>Differentiate between gymnosperms and angiosperms.</p> <p>Distinguish ways that plants are grouped.</p> <p>Science Practice: Organize data using specific grouping methods.</p> <p>Summarize the origin and evolution of land plants.</p>		

Unit	Lesson	Lesson Objectives
Plant Structures		
<p>Describe the interactions among plant systems that allow transport, reproduction, and response.</p> <p>Identify the three types of plant tissue.</p> <p>Relate the structures of major plant organs and tissues to their functions.</p> <p>Science Practice: Give examples of how research affects science, society, and the environment.</p>		
Protists and Fungi		
<p>Characterize the three common types of protists.</p> <p>Distinguish between the five phyla of fungi.</p> <p>Relate the structures found in protists and fungi to their functions.</p> <p>Science Practice: Show how scientific evidence can affect societal decisions.</p>		
Bacteria		
<p>Characterize three common forms of bacteria.</p> <p>Compare modes of bacterial reproduction.</p> <p>Explain how bacteria infects other organisms.</p> <p>Science Practice: Examine the contributions of scientists from various scientific disciplines.</p>		
Viruses		
<p>Compare the structure of a virus to a cell.</p> <p>Describe how the structure of a virus contributes to its ability to cause infection.</p> <p>Differentiate between the lytic and lysogenic cycles of viral reproduction.</p> <p>Science Practice: Use scientific evidence to support an argument.</p>		
Identifying Unknown Organisms		
<p>Describe the purpose for using a dichotomous key.</p> <p>Explain the process of identifying an organism using a dichotomous key.</p> <p>Science Practice: Distinguish between and give examples of observation and inference.</p>		
Human Body I		
Types of Tissue		
<p>Describe the role of skin.</p> <p>Differentiate the four types of human tissue.</p> <p>Explain the functions of each type of human tissue.</p> <p>Science Practice: Give examples of how research affects science, society, and the environment.</p>		

Unit	Lesson	Lesson Objectives
		<p>The Human Skeleton</p> <p>Describe the functions of the skeletal system.</p> <p>Differentiate between the axial and appendicular skeleton.</p> <p>Illustrate bone markings and joint types.</p> <p>Science Practice: Compare and contrast different scientific disciplines.</p> <p>Muscle Structure and Function</p> <p>Describe the physiological process of a muscle contraction.</p> <p>Differentiate skeletal, smooth, and cardiac muscles by structure and function.</p> <p>Illustrate the major structures and functions of the muscular system.</p> <p>Science Practice: Analyze how new technologies and experiments affect previous scientific explanations.</p> <p>The Endocrine and Exocrine Systems</p> <p>Describe the role of hormones in maintaining homeostasis.</p> <p>Explain the functions of the endocrine and exocrine systems.</p> <p>Illustrate the different structures of the endocrine and exocrine systems.</p> <p>Science Practice: Conduct research using a variety of sources.</p> <p>The Central Nervous System</p> <p>Examine the different parts of the brain and spinal cord, and their functions.</p> <p>Illustrate the major structures and functions of the central nervous system.</p> <p>Science Practice: Describe various ways evidence can be interpreted or explained.</p> <p>The Peripheral Nervous System</p> <p>Identify the major functions associated with the sympathetic and parasympathetic nervous systems.</p> <p>Identify the roles of sensory neurons, interneurons, and motor neurons.</p> <p>Illustrate the major structures and functions of the peripheral nervous system.</p> <p>Science Practice: Analyze how new technologies and experiments affect previous scientific explanations.</p> <p>Nerve Conduction</p> <p>Explain a synapse.</p> <p>Identify the parts of a reflex arc.</p> <p>Science Practice: Give examples of how hypotheses lead to new experimental methods.</p> <p>Use a diagram of a neuron to analyze a nerve impulse.</p> <p>The Cardiovascular System</p> <p>Explain the functions of the cardiovascular system.</p> <p>Identify factors that affect blood flow.</p> <p>Illustrate structures of the cardiovascular system, including the anatomical structure of the heart.</p> <p>Science Practice: Analyze how new technologies and experiments affect previous scientific explanations.</p>

Unit	Lesson	Lesson Objectives
Blood		
<p>Analyze the clotting mechanism of blood.</p> <p>Compare blood types.</p> <p>Examine the different components of blood.</p> <p>Science Practice: Examine how a scientist's creativity can lead to scientific discovery.</p>		
Lab: Blood Typing		
<p>Demonstrate how blood clots are formed.</p> <p>Identify blood types based on blood-clotting factors.</p> <p>Science Practice: Discuss how to apply safe practices during a lab and/or field investigation.</p>		
Human Body II		
The Respiratory System		
<p>Explain the functions of the respiratory system.</p> <p>Illustrate the different structures of the respiratory system.</p> <p>Science Practice: Give examples of the positive and negative impacts of science on society.</p>		
The Digestive System		
<p>Explain the functions of the digestive system.</p> <p>Identify the different structures of the digestive system.</p> <p>Identify the functions and secretion sites of different digestive enzymes.</p> <p>Science Practice: Predict trends and outcomes based on a given set of data.</p>		
The Excretory System		
<p>Explain the functions of the excretory system.</p> <p>Illustrate the different structures of the excretory system.</p> <p>Science Practice: Describe the characteristics of science and its methods.</p>		
The Reproductive System		
<p>Investigate the structures and functions of the female reproductive system.</p> <p>Investigate the structures and functions of the male reproductive system.</p> <p>Science Practice: Evaluate data to formulate a conclusion.</p>		
The Reproductive Process		
<p>Describe egg and sperm formation.</p> <p>Describe the process of human development from fertilization to birth.</p> <p>Science Practice: Show how scientific evidence can affect societal decisions.</p>		

Unit	Lesson	Lesson Objectives
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The Immune System

Describe immune responses.

Explain why an individual with a compromised immune system may not be able to fight infection.

Identify the components that contribute to immune responses.

Science Practice: Discriminate scientific claims that are socially accepted but not scientifically based.

Human Health

Describe the germ theory of disease.

Examine how people's genetic makeup or environmental conditions can contribute to their susceptibility to diseases.

Explain how diseases are spread.

Science Practice: Evaluate the impact of science and technology on society.

Unit	Lesson	Lesson Objectives
Matter		
Changes in Matter		
Differentiate between extensive and intensive properties of matter, and give examples of each.		
Differentiate between physical changes and chemical changes of matter.		
Differentiate between physical properties and chemical properties of matter.		
Science Practice: Identify substances based on their chemical and physical properties.		
Lab: Physical and Chemical Changes		
Conduct systematic observations during an experiment.		
Describe indicators of chemical change.		
Distinguish between chemical changes and physical changes.		
Science Practice: Write a clear, coherent laboratory report that describes methods used and conclusions made.		
Elements, Compounds, and Mixtures		
Describe compounds as pure substances.		
Describe elements as pure substances.		
Describe mixtures.		
Science Practice: Classify matter as pure substances or mixtures by studying their properties.		
Mixtures and Solutions		
Describe heterogeneous mixtures, including suspensions and colloids.		
Describe homogeneous mixtures, such as solutions.		
Identify nonaqueous solutions.		
Identify the components of a solution.		
Science Practice: Build vocabulary by properly using the terms <i>mixture</i> , <i>solution</i> , <i>solute</i> , and solvent.		
Solutions and Solubility		
Define solubility and differentiate between saturated, supersaturated, and unsaturated solutions.		
Describe the dissolving process on the molecular level.		
Identify factors affecting the rate at which a substance dissolves.		
Investigate factors that influence solubility.		
Science Practice: Interpret, analyze, and make inferences from solubility graphs.		
Lab: Solubility		
Accurately read the temperature in °C to know how temperature affects saturation.		
Formulate an investigative question to scientifically investigate how temperature affects solubility.		
Investigate how the temperature of a solvent affects the solubility of a solid.		
Science Practice: Plan and carry out an investigation to test factors affecting solubility.		

Unit	Lesson	Lesson Objectives
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Atoms and the Periodic Table**The Structure of the Atom**

Describe the structure of atoms, and discriminate between the relative sizes and electrical charges of protons, neutrons, and electrons.

Explain that protons and neutrons have substructures and consist of particles called quarks.

Explain the relationship between the number of neutrons in an atom of an element, its mass number, and its isotopes.

Identify an element based on the number of protons in an atom.

Science Practice: Use math to calculate the average atomic mass of an element from its isotopic composition.

The Historical Development of Atomic Theory

Describe early atomic models including Dalton's postulates.

Describe how Rutherford's gold foil experiment led to Rutherford's nuclear model of the atom.

Describe how Thomson's and Millikan's research led to the understanding of the electron in the early atomic model.

Science Practice: Describe, in writing, how a scientist's creativity resulted in changes in atomic theory.

The Modern Atomic Theory

Describe the experimental basis for Einstein's explanation of the photoelectric effect.

Describe the modern (electron cloud) model of the atom.

Explain Bohr's model of the atom and how it accounts for the existence of spectral lines.

Science Practice: Compare Dalton's atomic model with the current quantum model of the atom.

Atomic Numbers and Electron Configurations

Express the arrangement of electrons of atoms using electron configurations.

Identify electron configurations as a scientific model, and explain its usefulness and limitations.

Science Practice: Use specific symbols to represent the arrangement of electrons in atoms.

Use atomic orbitals to write quantum numbers for electrons.

The History and Arrangement of the Periodic Table

Describe the arrangement of the periodic table and relate the properties of atoms to their position in the periodic table.

Outline the historical development of the periodic table.

Science Practice: Predict the properties of elements based on their position on the periodic table.

Use the periodic table to classify elements.

Electrons and the Periodic Table

Relate the position of an element in the periodic table to its electron configuration.

Science Practice: Analyze the relationship between electron configurations and the structure of the periodic table.

Use the periodic table to determine the number of valence electrons available for bonding.

Unit	Lesson	Lesson Objectives
	Periodic Trends	<p>Science Practice: Given two elements, make predictions that compare their radii, ionization energy, electronegativity, and/or electron affinity.</p> <p>Use the periodic table to identify and explain periodic trends in ionization energy.</p> <p>Use the periodic table to identify trends in electronegativity and electron affinity.</p> <p>Use the periodic table to predict trends in atomic radii and ionic radii.</p>
	Chemical Bonding	
	Types of Chemical Bonds	<p>Compare and contrast ionic, metallic, and covalent bonds.</p> <p>Relate electronegativity and ionization energy to bond formation.</p> <p>Science Practice: Create a chart to compare and contrast ionic, metallic, and covalent bonds.</p>
	Ionic Bonding	<p>Describe how polyatomic ions form ionic bonds with other ions.</p> <p>Explain how ionic bonds affect the properties of ionic compounds.</p> <p>Explain how ionic bonds form.</p> <p>Explain that ionic compounds form crystal lattices.</p> <p>Science Practice: Explain the process by which ionic bonds form.</p>
	Nomenclature of Ionic Compounds	<p>Name ionic compounds using the International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules.</p> <p>Predict formulas of stable ionic compounds by balancing charges.</p> <p>Science Practice: Develop vocabulary by using IUPAC rules for naming ionic compounds.</p> <p>Write chemical formulas of ionic compounds and common polyatomic ions.</p>
	Metallic Bonding	<p>Describe how metallic bonds form.</p> <p>Describe the properties of metals including thermal conductivity, electrical conductivity, malleability, and ductility.</p> <p>Science Practice: Apply the theory of metallic bonding to explain metallic properties.</p>
	Covalent Bonding	<p>Construct electron-dot structures (i.e., Lewis structures) to illustrate the arrangement of electrons in covalent structures.</p> <p>Explain how covalent bonds affect the properties of covalent compounds.</p> <p>Science Practice: Develop and use electron-dot models, and explain their usefulness and limitations.</p> <p>Use the octet rule to predict covalent compounds.</p> <p>Use the periodic table to determine the number of electrons available for bonding.</p>

Unit	Lesson	Lesson Objectives
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Nomenclature of Covalent Compounds

Science Practice: Develop vocabulary by using IUPAC rules for naming covalent compounds.

Use IUPAC nomenclature rules to name and write the chemical formulas of acids and bases.

Use the International Union of Pure and Applied Chemistry (IUPAC) nomenclature rules to write the names of covalent compounds.

Write formulas for covalent compounds and interpret those formulas in terms of composition and structure.

Lab: Ionic and Covalent Bonds

Design and conduct an experiment to test the properties of substances.

Draw conclusions about the type of bond in a substance based on the tested properties of that substance.

Science Practice: Compare your conclusions about the identity of the bonds in substances to published information about those substances.

Intermolecular Forces

Describe how hydrogen bonding and van der Waals forces affect the volatility, boiling points, and melting points of liquids and solids.

Describe hydrogen bonding.

Describe van der Waals forces, including dipole-dipole forces and London dispersion forces.

Science Practice: Give examples of intermolecular forces occurring in nature.

Chemical Reactions**Evidence of Chemical Reactions**

Explain what happens during a chemical reaction.

Identify indicators of a chemical reaction.

Science Practice: Compare scenarios to determine whether a chemical reaction has occurred.

Writing and Balancing Chemical Equations

Describe chemical reactions by writing word equations and formula equations.

Science Practice: Identify and use special symbols properly in chemical equations.

Use the law of conservation of mass to balance chemical equations.

Types of Reactions

Classify a reaction as synthesis, decomposition, single replacement, double replacement, or combustion.

Identify and characterize the types of reactions, including synthesis, decomposition, combustion, single replacement, and double replacement.

Science Practice: Predict the products of a reaction using the activity series.

Use the activity series to determine whether a single replacement reaction will occur.

Lab: Types of Reactions

Identify the reactants and products of a reaction performed in a laboratory setting.

Science Practice: Use experimental data to classify a reaction.

Write balanced equations for a reaction performed in a laboratory setting.

Unit	Lesson	Lesson Objectives
		Oxidation-Reduction Define oxidation and reduction, and identify oxidized and reduced species. Follow rules to assign oxidation numbers to atoms in compounds. Identify oxidation-reduction (redox) reactions. Science Practice: Establish context by describing oxidation-reduction reactions in living and nonliving systems.
		Balancing Oxidation-Reduction Equations Science Practice: Develop the half-reaction procedure to solve scientific problems as an alternate method of balancing equations. Use the half-reaction method to balance oxidation-reduction equations. Write half-reactions for oxidation-reduction reactions.
		Reaction Rate Describe collision theory and how it is related to reactions. Explain how various factors, including concentration, temperature, and pressure, affect the rate of a chemical reaction. Explain the concept of reaction rate. Science Practice: Use the collision theory model to explain how reactions happen.
		Lab: Reaction Rate Demonstrate the effects of changing temperature and particle size on the rate of a chemical reaction. Develop reasonable conclusions in an investigation about reaction rate and generate explanations for the observed results. Science Practice: Plan and perform controlled tests of multiple variables using repeated trials during an investigation about reaction rate.
		Catalysts Compare homogeneous and heterogeneous catalysts. Explain the role that a catalyst plays in increasing reaction rate. Science Practice: Apply the effects of a catalyst to everyday examples.
		Reversible Reactions and Equilibrium Explain dynamic equilibrium. Science Practice: Use scientific notation when solving problems to find the equilibrium constant for a reaction. Write equilibrium expressions, and use them to calculate the equilibrium constant for reactions.
		Stoichiometry
		Scientific Notation and Significant Figures Science Practice: Solve science-related math problems using scientific notation with the correct number of significant figures. Use appropriate numbers of significant figures for calculated data. Write measurements in scientific notation.

Unit	Lesson	Lesson Objectives
		Dimensional Analysis Explain how dimensional analysis works. Science Practice: Convert between units using dimensional analysis. Solve scientific problems using dimensional analysis.
		Molar Masses Define a mole and explain its role in the measurement of matter. Determine the molar mass of a molecule from its chemical formula. Explain the relationship between the mole and Avogadro's number. Science Practice: Perform math calculations to determine the number of particles in a given sample of a substance.
		Introduction to Stoichiometry Perform stoichiometric calculations to determine the mole-to-mole relationships between reactants and products of a reaction. Science Practice: Use mathematical procedures, including dimensional analysis and significant figures, when solving mole-to-mole stoichiometry problems. Use a balanced equation to write mole ratios correctly to use in stoichiometry problems.
		Stoichiometric Calculations Identify and solve stoichiometric problems that relate mass to moles and mass to mass. Perform stoichiometric calculations to determine mass relationships between reactants and products of a reaction. Science Practice: Use mathematical procedures, including dimensional analysis and significant figures, when solving mole-to-mass, mass-to-mole, and mass-to-mass stoichiometric problems. Use molar mass to write conversion factors that convert between mass and moles.
		Limiting Reactant and Percent Yield Calculate the percent yield of a reaction. Identify the limiting and excess reactants for a given reaction. Science Practice: Use mathematical procedures, including dimensional analysis and significant figures, when solving limiting reactant and percent yield stoichiometry problems. Use the limiting reactant to predict the theoretical yield of a reaction.
		Measures of Concentration: Molarity Calculate the concentration of solutions in units of molarity. Define concentration. Science Practice: Use mathematics and computational thinking to solve problems involving molarity. Solve stoichiometry problems involving molarity. Use molarity to calculate dilutions of solutions.

Unit	Lesson	Lesson Objectives
States of Matter		
Gases		
Describe how kinetic-molecular theory explains the properties of gases, including temperature, pressure, compressibility, and volume.		
Describe the postulates of kinetic-molecular theory.		
Interpret the behavior of ideal gases in terms of kinetic-molecular theory, including diffusion and effusion.		
Science Practice: Identify the limitations of kinetic-molecular theory.		
Liquids		
Describe how kinetic-molecular theory explains the properties of liquids, including compressibility and shape.		
Describe how the postulates of kinetic-molecular theory apply to liquids.		
Science Practice: Use the kinetic-molecular theory model to explain the behavior of liquids.		
Solids and Plasmas		
Describe how kinetic-molecular theory explains the properties of plasmas.		
Describe how kinetic-molecular theory explains the properties of solids, including compressibility, shape, and volume.		
Science Practice: Give examples of plasmas in nature and technology.		
Use kinetic-molecular theory to compare and contrast atomic or molecular motion in solids and plasmas.		
Phase Changes		
Describe phase changes in terms of kinetic-molecular theory.		
Describe the energy changes that happen during changes of state.		
Science Practice: Make and interpret graphs of temperature vs. time for changes of state.		
Gas Laws		
Apply Dalton's law of partial pressures to describe the composition of gases.		
Define partial pressure.		
Derive the combined gas law from Boyle's law, Charles's law, and Gay-Lussac's law.		
Science Practice: Make a table to compare the various gas laws.		
State Boyle's law, Charles's law, and Gay-Lussac's law, and apply these laws to calculate the relationships among volume, temperature, and pressure.		
Lab: Charles's Law		
Calculate relationships between volume and temperature according to Charles's law.		
Perform an investigation that demonstrates the relationship between the volume and temperature of a gas.		
Science Practice: Analyze and interpret data gathered in an investigation about Charles's law.		
Lab: Boyle's Law		
Calculate relationships between volume and pressure according to Boyle's law.		
Perform an investigation that demonstrates the relationship between the volume and pressure of a gas.		
Science Practice: Obtain, evaluate, and communicate information gathered in an investigation about Boyle's law.		

Unit	Lesson	Lesson Objectives
The Ideal Gas Law		
<p>Explain how Avogadro's law, or principle, can be combined with other gas laws to describe the relationships among pressure, temperature, volume, and number of moles of a gas.</p> <p>Science Practice: Use math to solve ideal gas law problems.</p> <p>Solve problems using the ideal gas law.</p> <p>State the ideal gas law, which relates pressure, temperature, and volume of an ideal gas.</p>		
Thermodynamics		
Energy		
<p>Describe the law of conservation of energy.</p> <p>Differentiate among the various forms of energy, including kinetic energy, potential energy, chemical energy, and thermal energy.</p> <p>Explain that energy can be transformed from one form to another.</p> <p>Science Practice: Integrate concepts from both chemistry and physics to analyze energy transformations and the conservation of energy.</p>		
Heat		
<p>Describe heat flow in terms of the motion of atoms or molecules.</p> <p>Distinguish between exothermic chemical processes and endothermic chemical processes.</p> <p>Relate temperature to the average molecular kinetic energy.</p> <p>Science Practice: Analyze and interpret information about a reaction to classify the reaction as either an exothermic process or an endothermic process.</p>		
Calorimetry		
<p>Define calorimetry and explain how calorimeters work.</p> <p>Differentiate between heat capacity and specific heat.</p> <p>Science Practice: Perform mathematical calculations involving heat, mass, temperature change, and specific heat.</p> <p>Solve problems involving heat flow and temperature changes to calculate the specific heat of a substance.</p> <p>Use calorimetry to calculate the heat of a chemical process.</p>		
Lab: Calorimetry and Specific Heat		
<p>Demonstrate safe laboratory practices while using a calorimeter.</p> <p>Determine the specific heat of a metal using a calorimeter.</p> <p>Identify possible sources of procedural and mathematical errors in an experiment.</p> <p>Science Practice: Precisely follow a multistep procedure to build and use a calorimeter.</p> <p>Systematically collect, organize, record, and analyze data.</p>		
Thermochemical Equations		
<p>Science Practice: Examine books and other sources of information to find standard enthalpies of formation to solve thermochemical problems.</p> <p>Understand the use of enthalpy in thermochemistry.</p> <p>Use thermochemical equations to calculate energy changes (i.e., enthalpy changes) that occur in a chemical reaction.</p> <p>Use thermochemical equations to calculate energy changes (i.e., enthalpy changes) that occur in a combustion reaction.</p>		

Unit	Lesson	Lesson Objectives
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Enthalpy and Phase Changes

Analyze conceptually the flow of energy during changes of state (phase).

Analyze quantitatively the flow of energy during changes of state (phase) using the molar enthalpies (heats) of fusion, solidification, vaporization, and condensation.

Science Practice: Use appropriate scientific tools and techniques to gather and analyze data.

Enthalpy of Reaction

Apply Hess's law to calculate enthalpy change in a reaction.

Demonstrate how to produce an overall chemical equation from equations for intermediate reaction steps.

Science Practice: Translate quantitative information expressed in words in a text into a visual form by drawing enthalpy diagrams.

Lab: Enthalpy

Collect data with accuracy and precision, and organize the data while doing repeated trials in an experiment about enthalpy and entropy.

Determine the enthalpy change in a reaction by applying Hess's law.

Know specific hazards of chemical substances used in an experiment about enthalpy and entropy as summarized on the MSDS.

Science Practice: Develop reasonable conclusions about changes in enthalpy based on data collected.

Select and use appropriate tools to gather and analyze data during an experiment about enthalpy and entropy.

Enthalpy, Entropy, and Free Energy

Compare spontaneous and nonspontaneous reactions.

Define free energy and use the Gibbs free energy equation to determine whether a reaction is spontaneous.

Describe and give examples of entropy.

Differentiate "enthalpy" and "entropy" and describe how enthalpy and entropy affect a reaction's spontaneity.

Science Practice: Use mathematics to solve problems involving the Gibbs free energy equation.

Acids and Bases**Properties of Acids and Bases**

Describe applications of acids and bases.

Describe the observable properties of acids.

Describe the observable properties of bases.

Science Practice: Determine the meaning of the key terms *acid* and *base* as they are used in chemistry.

Arrhenius, Bronsted-Lowry, and Lewis Acids and Bases

Describe the Arrhenius definitions of acids and bases.

Describe the Bronsted-Lowry definitions of acids and bases.

Describe the Lewis definitions of acids and bases.

Identify conjugate acids and conjugate bases in a Bronsted-Lowry acid-base reaction.

Science Practice: Describe how Arrhenius's, Bronsted's, Lowry's, and Lewis's competing interpretations of the same evidence are useful in different ways.

Unit	Lesson	Lesson Objectives
	pH	<p>Convert between pH and hydrogen ion concentration, and between pOH and hydroxide ion concentration.</p> <p>Convert between pH and pOH, and between hydrogen ion concentration and hydroxide ion concentration.</p> <p>Define pH and pOH.</p> <p>Describe the self-ionization of water.</p> <p>Science Practice: Solve scientific problems involving pH using logarithmic functions.</p> <p>Use the pH scale to characterize the acidity and basicity of solutions.</p> <p>Lab: Measuring pH</p> <p>Create a universal pH indicator using an everyday material.</p> <p>Measure the pH of various substances using a universal indicator and its key.</p> <p>Science Practice: Calibrate the scale for a pH indicator by comparing it to data measured using a known scale.</p> <p>Neutralization Reactions</p> <p>Define salt and describe the observable properties of salts and salt solutions.</p> <p>Predict the products of acid-base neutralization reactions.</p> <p>Science Practice: Use domain-specific symbols to correctly write net ionic equations.</p> <p>Write equations and net ionic equations for neutralization reactions.</p> <p>Titration Reactions</p> <p>Describe how to measure pH with indicators and meters.</p> <p>Describe the steps of the titration process.</p> <p>Explain the use of titration in chemistry.</p> <p>Science Practice: Construct an explanation of what happens during the titration process, and describe why each step of a titration is performed.</p> <p>Lab: Titration</p> <p>Determine the concentration of an acid using titration.</p> <p>Science Practice: Use designated laboratory techniques to perform a titration.</p> <p>Select and properly use tools to perform a titration.</p>

Organic Chemistry

Organic Compounds

Describe carbon's unique bonding characteristics that make the diversity of carbon compounds possible.

Explain the difference between structural isomers and geometric isomers.

Read and draw structural formulas of organic compounds.

Science Practice: Use different models to represent the same idea (ball-and-stick models, space-filling models, and structural formulas) and explain the usefulness and limitations of each kind of model.

Unit	Lesson	Lesson Objectives
		Properties and Uses of Saturated Hydrocarbons <p>Describe the properties of straight-chain alkanes, branched-chain alkanes, and cycloalkanes.</p> <p>Identify uses of saturated hydrocarbons.</p> <p>Science Practice: Build vocabulary knowledge by learning how to name hydrocarbons.</p> <p>Use the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds.</p>
		Properties and Uses of Unsaturated Hydrocarbons <p>Describe the properties of alkenes, alkynes, and aromatic hydrocarbons.</p> <p>Identify uses of unsaturated hydrocarbons including uses in pharmaceuticals, petrochemicals, plastics, and food.</p> <p>Science Practice: Describe different alkenes and alkynes that can be found in nature.</p> <p>Use the system for naming the ten simplest linear hydrocarbons and isomers that contain double bonds, triple bonds, and benzene rings.</p>
		Functional Groups <p>Describe uses and natural occurrences of compounds containing functional groups.</p> <p>Identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.</p> <p>Science Practice: Translate technical information expressed in words in a text about functional groups into a visual form, such as a chart.</p>
		Organic Reactions <p>Compare addition polymerization and condensation polymerization.</p> <p>Explain that large molecules (polymers) are formed by repetitive combinations of simple subunits.</p> <p>Identify substitution, addition, condensation, and elimination reactions.</p> <p>Science Practice: Construct explanations on how polymers form.</p>
Nuclear Chemistry		
		The Nucleus <p>Differentiate chemical and nuclear reactions in terms of energy released.</p> <p>Explain how protons and neutrons in the nucleus are held together by nuclear forces.</p> <p>Explain why Einstein's equation $E = mc^2$ is used to determine the nuclear binding energy.</p> <p>Identify some naturally occurring isotopes of elements that are radioactive.</p> <p>Science Practice: Analyze a sequence (i.e., radioactive decay) that is characteristic of natural phenomena.</p>
		Types of Radioactive Decay <p>Differentiate between chemical reactions and nuclear reactions.</p> <p>Identify types of radioactive decay.</p> <p>Science Practice: Translate technical information expressed in words in a text about nuclear radiation into a visual form, such as a table, to compare the different types of radiation.</p>
		Balancing Nuclear Reactions <p>Balance nuclear equations by balancing both mass and atomic numbers.</p> <p>Science Practice: Determine the meaning of nuclide symbols and use those symbols to balance nuclear equations.</p> <p>Write symbols for nuclides using mass numbers and atomic numbers.</p>

Unit	Lesson	Lesson Objectives
	Half-Life	<p>Calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed.</p> <p>Calculate the number of half-lives that have passed given mass data for the radioactive substance.</p> <p>Describe what a half-life is.</p> <p>Science Practice: Solve scientific problems by substituting quantitative values.</p>
	Lab: Half-Life	<p>Collect, organize, and record appropriate data while doing an investigation on half-life.</p> <p>Communicate valid conclusions for a investigation modeling half-life.</p> <p>Explain how the half-life of a radioactive element is determined.</p> <p>Science Practice: Develop and use a model for studying half-life.</p> <p>Understand the concept of half-life through simulation.</p>
	Nuclear Fission and Nuclear Fusion	<p>Explain and compare fission and fusion reactions.</p> <p>Relate the role of nuclear fusion to the production of essentially all elements heavier than helium.</p> <p>Science Practice: Justify the need for peer review in science.</p>
	Nuclear Energy	<p>Describe how nuclear power plants work.</p> <p>Describe the issues surrounding nuclear waste.</p> <p>Science Practice: Weigh the merits of using nuclear energy to solve society's need for electrical energy by comparing a number of human, economic, and environmental costs and benefits.</p>
	Nuclear Radiation	<p>Describe applications of radiation.</p> <p>Describe how radiation is measured and detected.</p> <p>Explain that alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and describe the effects of each kind of radiation on living things.</p> <p>Science Practice: Describe careers that involve working with radioactive substances.</p>

Unit	Topic	Lesson	Lesson Objectives
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The Planet Earth**Introduction to Earth Science****What Is Science?**

- Differentiate between a scientific theory and a scientific law.
- Explain what scientific inquiry involves.
- Identify the skills and attitudes that scientists use to learn about the world.

The Study of Earth Science

- Explain the big ideas, or main concepts of Earth Science.
- Explain what a model is in science and why models are important in Earth Science.
- Identify the branches of Earth Science.

Measurement

- Determine appropriate units to use for particular measurements.
- Explain the importance of the International System of Units.

Mapping the Earth**Landforms**

- Describe folded, upwarped, fault-block, and volcanic mountains.
- Discuss differences between plains and plateaus.

You Are Here

- Compare latitude and longitude.
- Explain how a magnetic compass can be used to find directions on Earth.
- Explain how latitude and longitude are used to locate places on Earth.
- Explain the difference between true north and magnetic north.

Topographical Maps

- Explain how contour lines show elevation and landforms on a map.
- Explain how the relief of an area determines the contour interval used on a map.
- List the rules of contour lines.

Maps and Computers

- Describe the types of data that are used for making computer maps.
- Explain how computer mapping differs from earlier methods of making maps.

Minerals**Properties of Minerals**

- Define a mineral.
- Explain how minerals are identified.

Unit	Topic	Lesson	Lesson Objectives
			<p>How Minerals Form</p> <ul style="list-style-type: none"> Explain how minerals form from magma and lava. Explain how minerals form from water solutions. <p>Uses of Minerals</p> <ul style="list-style-type: none"> Describe characteristics of gems that make them more valuable than other minerals. Identify useful elements that are contained in minerals.
			<p>Rocks</p> <p>The Rock Cycle</p> <ul style="list-style-type: none"> Describe four processes that shape Earth's features. Describe how each type of rock changes into another type as it moves through the rock cycle. Describe two ways rocks have been used by humans. List two characteristics of rock that are used to help classify it. <p>Igneous Rocks</p> <ul style="list-style-type: none"> Contrast granitic and basaltic igneous rocks. Contrast the formation of intrusive and extrusive igneous rocks. Recognize magma and lava as the materials that cool to form igneous rocks. <p>Metamorphic Rocks</p> <ul style="list-style-type: none"> Classify metamorphic rocks as foliated or nonfoliated. Describe the conditions in Earth that cause metamorphic rocks to form. <p>Sedimentary Rocks</p> <ul style="list-style-type: none"> Classify sedimentary rocks as detrital, chemical, or organic in origin. Explain how sedimentary rocks form from sediments. Summarize the rock cycle. <p>Rocks from Reefs</p> <ul style="list-style-type: none"> Describe the formation of coral reefs. Explain how limestone deposits from coral reefs provide information about Earth's history.
			<p>Earth's Energy Resources</p> <p>Nonrenewable Energy Resources</p> <ul style="list-style-type: none"> Describe the advantages and disadvantages of using fossil fuels. Explain the advantages and disadvantages of using nuclear energy. Identify examples of nonrenewable energy resources. <p>Renewable Energy Resources</p> <ul style="list-style-type: none"> Compare and contrast inexhaustible and renewable energy resources. Explain why inexhaustible and renewable resources are used less than nonrenewable resources.

Unit	Topic	Lesson	Lesson Objectives
			<p>Nuclear Energy</p> <ul style="list-style-type: none"> Describe what happens during a nuclear fission reaction. Describe what takes place in a nuclear fusion reaction. Explain how a nuclear power plant produces electricity. <p>Energy Conservation</p> <ul style="list-style-type: none"> What are two ways to preserve our current energy sources?
Changing Earth			
			<p>Plate Tectonics</p> <p>Earth's Interior</p> <ul style="list-style-type: none"> Explain how geologists learn about Earth's inner structures. Identify the characteristics of Earth's crust, mantle, and core. <p>Convection and Mantle</p> <ul style="list-style-type: none"> Describe convection currents in Earth's mantle. Explain how heat is transferred. Identify what causes convection currents. <p>Restless Continents</p> <ul style="list-style-type: none"> Describe how new oceanic lithosphere forms at mid-ocean ridges. Describe Wegner's hypothesis of continental drift. Explain how magnetic reversals provide evidence for sea-floor spreading. Explain how sea-floor spreading provides a way for continents to move. <p>Theory of Plate Tectonics</p> <ul style="list-style-type: none"> Compare and contrast different types of plate boundaries. Explain how heat inside Earth causes plate tectonics. Recognize features caused by plate tectonics. <p>Deforming the Earth's Crust</p> <ul style="list-style-type: none"> Describe three major types of folds. Describe two types of stress that deform rocks. Explain the difference between uplift and subsidence. Explain the differences between the three major types of faults. Identify the most common types of mountains.

Unit	Topic	Lesson	Lesson Objectives
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Earthquakes

Forces in Earth's Crust

- Describe where faults are usually found and why they form.
- Explain how stress in the crust changes Earth's surface.
- Identify the land features that result from plate movement.

Earthquakes and Seismic Waves

- Describe how the energy of an earthquake travels through Earth.
- Explain how scientists locate the epicenter of an earthquake.
- Identify the scales used to measure the strength of an earthquake.

Monitoring Earthquakes

- Describe how geologists monitor faults.
- Explain how seismographic data are used.
- Explain how seismographs work.

Earthquake Safety

- Explain how geologists determine earthquake risk.
- Identify the kinds of damage an earthquake can cause.
- Provide suggestions to increase earthquake safety and reduce earthquake damage.

Volcanoes

Volcanoes and Plate Tectonics

- Explain how hot spot volcanoes form.
- Identify where Earth's volcanic regions are located and explain why they are found there.

Properties of Magma

- Explain what factors determine the viscosity of magma.
- Explain why some liquids flow more easily than others.
- Identify some physical and chemical properties of matter.

Volcanic Eruptions

- Describe the two types of volcanic eruptions.
- Explain what happens when a volcano erupts.
- Identify a volcano's stages of activity.

Volcanic Landforms

- Explain how the magma that hardens beneath Earth's surface creates landforms.
- Identify other distinct features that occur in volcanic areas.
- List the landforms that lava and ash create.

Unit	Topic	Lesson	Lesson Objectives
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Weathering and Soil Formation

Weathering

- Describe how weathering affects Earth's surface.
- Explain how climate affects weathering.
- Explain how mechanical weathering and chemical weathering differ.

Rates of Weathering

- Describe how a rock's total surface area affects the rate at which the rock weathers.
- Describe how differences in elevation and climate affect the rate of weathering.
- Explain how the composition of rock affects the rate of weathering.

The Nature of Soil

- Describe factors that affect the development of soil.
- Describe soil characteristics.
- Explain how soil forms.

Soil Erosion

- Describe ways to reduce soil erosion.
- Evaluate ways that human activity has affected Earth's soil.
- Explain why soil is important.

Soil Conservation

- Explain why soil is a valuable resource.
- Identify ways that soil can be conserved.
- List ways that soil can lose its value.

Erosion and Deposition

Changing the Earth's Surface

- Describe the processes that wear down and build up Earth's surface.
- Identify the causes of the different types of mass movement.

Water Erosion

- Describe some of the land features that are formed by water erosion and deposition.
- Describe the cause of groundwater erosion.
- Explain how water erosion is mainly responsible for shaping the surface of the land.

The Force of Moving Water

- Describe how water is able to do work.
- Explain how sediment enters rivers and streams.
- List the factors that affect a river's ability to erode and carry sediment.

Unit	Topic	Lesson	Lesson Objectives
			<p>Glaciers</p> <ul style="list-style-type: none"> Describe how a valley glacier forms and moves. Explain how glaciers cause erosion and deposition. Identify the two kinds of glaciers. <p>Waves</p> <ul style="list-style-type: none"> Describe how ocean waves erode a coast. Identify features that result from deposition by waves. Identify what gives ocean waves their energy. <p>Wind</p> <ul style="list-style-type: none"> Explain how wind causes erosion. Identify features resulting from deposition by wind.
A Trip Through Geologic Time			
			<p>Fossils</p> <ul style="list-style-type: none"> Describe several processes of fossil formation. Determine how fossils can be used to explain changes in Earth's surface, life forms, and environments. Explain how fossil correlation is used to determine rock ages. List the conditions necessary for fossils to form. <p>Relative Ages of Rocks</p> <ul style="list-style-type: none"> Describe methods used to assign relative ages to rock layers. Give an example of how rock layers can be correlated with other rock layers. Interpret gaps in the rock record. <p>Absolute Ages of Rocks</p> <ul style="list-style-type: none"> Describe how the half-lives of isotopes are used to determine a rock's age. Identify how absolute age differs from relative age. <p>Life and Geologic Time</p> <ul style="list-style-type: none"> Describe how plate tectonics affects species. Explain how geologic time can be divided into units. Relate changes of Earth's organisms to divisions on the geologic time scale. <p>Early Earth History</p> <ul style="list-style-type: none"> Describe changes in Earth and its life-forms at the end of the Paleozoic Era. Draw conclusions about how species adapted to changing environments in Precambrian time and the Paleozoic Era. Identify characteristic Precambrian and Paleozoic life-forms.

Unit	Topic	Lesson	Lesson Objectives
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Middle and Recent Earth History

- Compare and contrast characteristic life-forms in the Mesozoic and Cenozoic Eras.
- Explain how changes caused by plate tectonics affected organisms during the Mesozoic Era.
- Identify when humans first appeared on Earth.

Earth's Waters

Fresh Water

Water on Earth

- Describe how Earth's water is distributed.
- Explain how Earth's water moves through the water cycle.

Surface Water

- Describe the characteristics of ponds and lakes.
- List three types of wetlands and explain why wetlands are important.
- Tell what a river system is.

Water Underground

- Describe how water moves through underground layers of soil and rock.
- Explain how people obtain water from an aquifer.

Using Freshwater Resources

- Describe some ways to conserve available fresh water.
- Discuss how scientists classify sources of water pollution.
- Identify ways that people use water.

Water to Drink

- Explain why drinking water is often treated before people drink it.
- Identify factors that affect water quality.

Ocean Motions

Currents

- Describe deep currents.
- Describe surface currents.
- Identify the three factors that form deep currents.
- List the three factors that control surface currents.

Currents and Climate

- Describe the effects of El Nino.
- Explain how currents affect climate.
- Explain how scientists study and predict the pattern of El Nino.

Unit	Topic	Lesson	Lesson Objectives
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Waves

- Classify types of waves.
- Describe how ocean waves form and move.
- Explain how the parts of a wave relate to wave movement.
- Identify the parts of a wave.

Tides

- Analyze the relationship between tides and coastal land.
- Describe four different types of tides.
- Explain tides and their relationship with the Earth, sun, and moon.

Ocean Water Chemistry

- Describe how conditions in the ocean change with depth.
- Describe the salinity of ocean water.
- Explain how the temperature and gas content of ocean water varies.

Ocean Zones

Earth's Oceans

- Describe the history of Earth's oceans.
- Describe the interactions between the ocean and the atmosphere.
- Identify the properties of ocean water.
- List the major divisions of the global ocean.

The Seafloor

- Describe a mid-ocean ridge, an abyssal plain, and an ocean trench.
- Differentiate between a continental shelf and a continental slope.
- Identify the mineral resources found on the continental shelf and in the deep ocean.

Ocean Habitats

- Describe how marine organisms are classified.
- Describe the conditions in the neritic zone.
- Describe the conditions in the open ocean.
- Describe the conditions that organisms in the intertidal zone must tolerate.

Resources from the Ocean

- Describe the ocean's energy resources.
- Identify three nonliving resources in the ocean.
- List two ways of harvesting the ocean's living resources.

Unit	Topic	Lesson	Lesson Objectives
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Ocean Pollution

- Describe what is being done to control ocean pollution.
- Explain the difference between point-source pollution and nonpoint-source pollution.
- Identify three different types of point-source ocean pollution.

Weather and Climate

The Atmosphere

Earth's Atmosphere

- Describe the structures of Earth's atmosphere.
- Explain what causes air pressure.
- Identify the gases in Earth's atmosphere.

Energy Transfer in the Atmosphere

- Compare and contrast radiation, conduction, and convection.
- Describe what happens to the energy Earth receives from the Sun.
- Explain the water cycle and its effect on weather patterns and climate.

Air Movement

- Describe the coriolis effect.
- Explain how land and water surfaces affect the overlying air.
- Explain why different latitudes on Earth receive different amounts of solar energy.

Air Quality

- Describe what can be done to improve air quality.
- Identify the major sources of air pollution.
- Identify what causes smog and acid rain.

Understanding Weather

Water in the Air

- Describe how relative humidity is affected by temperature and levels of water vapor.
- Describe the relationship between dew point and condensation.
- Explain how water moves through the water cycle.
- Identify four kinds of precipitation.
- List three types of cloud forms.

Air Masses and Fronts

- Describe the four major types of fronts.
- Explain how cyclones and anticyclones affect the weather.
- Explain how fronts cause weather changes.
- Identify the four kinds of air masses that influence weather in the United States.

Unit	Topic	Lesson	Lesson Objectives
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Severe Weather

- Describe how lightning forms.
- Describe the characteristics of thunderstorms, tornadoes, and hurricanes.
- Describe the formation of thunderstorms, tornadoes, and hurricanes.
- Explain how to stay safe during severe weather.

Forecasting the Weather

- Describe the different types of instruments used to take weather measurements.
- Explain how radar and weather satellites help meteorologists forecast the weather.
- Explain how to interpret a weather map.

Climate

What Causes Climate?

- Explain what causes the seasons.
- Identify factors that influence temperature and precipitation.

Climate Regions

- Describe the six main climate regions.
- Identify factors used to define climates.

Long-term Changes in Climate

- Describe the changes that occur on Earth's surface during an ice age.
- Explain the principle that scientists follow in studying ancient climates.
- Identify factors that can cause climate change.

Astronomy

Earth, Sun, and Moon

Earth in Space

- Demonstrate how Earth moves in space.
- Explain what causes the cycle of seasons on Earth.

Gravity and Motion

- Describe two factors that keep the moon and Earth in orbit.
- Identify what determines the strength of the force of gravity between two objects.

Phases, Eclipses, and Tides

- Describe solar and lunar eclipses.
- Explain what causes the phases of the moon.
- Identify what causes tides.

Unit	Topic	Lesson	Lesson Objectives
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Earth's Moon

- Describe features found on the moon's surface.
- Explain how the moon formed.
- Identify some characteristics of the moon.

Traveling Into Space

- Compare and contrast the roles of space shuttles, space stations, and space probes in space exploration.
- Demonstrate how a rocket works.
- Describe the space race, and discuss the major events in the exploration of the moon.
- Identify the main advantage of a multistage rocket.

The Solar System

The Solar System

- Compare the Earth-centered and Sun-centered models of the solar system.
- Explain that gravity holds the planets in their orbits around the Sun.

The Inner Planets

- Compare and contrast Venus and Earth.
- Describe each inner planet.
- List the inner planets in order from the Sun.

The Outer Planets

- Describe the characteristics of Jupiter, Saturn, Uranus, and Neptune.
- Explain how Pluto differs from the other outer planets.

Other Objects in the Solar System

- Describe how comets change when they approach the Sun.
- Distinguish among comets, meteoroids, and asteroids.
- Explain that objects from space sometimes impact Earth.

Stars and Galaxies

Stars

- Distinguish between absolute magnitude and apparent magnitude.
- Explain why some constellations are visible only during certain seasons.

The Sun

- Describe sunspots, prominences, and solar flares.
- Describe the structure of the Sun.
- Explain that the Sun is the closest star to Earth.

Unit	Topic	Lesson	Lesson Objectives
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Evolution of Stars

Compare the Sun to other types of stars on the H-R diagram.

Describe how stars are classified.

Describe how stars evolve.

Galaxies and the Universe

Describe the Sun's position in the Milky Way Galaxy.

Explain that the same natural laws that apply to our solar system also apply in other galaxies.

Unit	Topic	Lesson	Lesson Objectives
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Life and Cells**Life Science****What Is Science?**

- Explain the importance of asking questions in life science.
- List three ways life science is beneficial to living things.
- State examples of life scientists at work.

Scientific Inquiry

- Describe how to develop a hypothesis and design an experiment.
- Describe the attitudes, or habits of mind, that are important in science.
- Explain what scientific inquiry involves.

Understanding Technology

- Describe the goal of technology.
- Explain how technology affects people in both positive and negative ways.
- Explain how technology differs from science.

Living Things**What Is Life?**

- Explain where living things come from.
- Identify what all living things need to survive.
- List all the characteristics all living things share.

Classifying Organisms

- Explain why biologists classify organisms.
- List characteristics used to classify organisms into groups, including domains and kingdoms.
- Relate the levels of classification to the relationships between organisms.

The Necessities of Life

- Describe the chemical building blocks of cells.
- Explain why organisms need food, water, air, and living space.

Cells: Structure, Processes, and Reproduction**Discovering Cells**

- Describe how microscopes produce magnified images.
- Explain how the invention of the microscope contributed to scientists' understanding of living things.
- Explain what cells are.
- State the cell theory.

Unit	Topic	Lesson	Lesson Objectives
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Cell Structure

- Compare tissues, organs, and organ systems.
- Explain how important a nucleus is in a cell.
- Identify names and functions of each part of a cell.

Chemistry of Life

- Discuss how organic compounds are different from inorganic compounds.
- Explain the relationship between chemistry and life science.
- List the differences among atoms, elements, molecules, and compounds.

Moving Cellular Materials

- Describe the function of a selectively permeable membrane.
- Explain how passive transport and active transport differ.
- Explain how the processes of diffusion and osmosis move molecules in living cells.

Cell Division and Mitosis

- Compare mitosis in plant and animal cells.
- Examine the steps of mitosis.
- Explain why mitosis is important.
- List two examples of asexual reproduction.

Sexual Reproduction and Meiosis

- Describe the stages of meiosis and how sex cells are produced.
- Explain how fertilization occurs in sexual reproduction.
- Explain why meiosis is needed for sexual reproduction.
- Name the cells that are involved in fertilization.

Heredity and Evolution

Heredity

DNA and RNA

- Describe the structure and function of each kind of RNA.
- Explain how DNA copies itself.
- Identify parts of a DNA molecule and its structure.

Genetics

- Compare and contrast the difference between an individual's phenotype and genotype.
- Explain how traits are inherited.
- Identify Mendel's role in the history of genetics.
- Use a Punnet square to predict the results of the crosses.

Unit	Topic	Lesson	Lesson Objectives
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Genetics Since Mendel

- Compare multiple alleles and polygenic inheritance, and give examples of each.
- Describe two human genetic disorders and how they are inherited.
- Explain how sex linked traits are passed to offspring.
- Explain how traits are inherited by incomplete dominance.

Human Genetic Disorders

- Describe how genetic disorders are diagnosed and treated.
- Explain how geneticists trace the inheritance of traits.
- Identify two major causes of genetic disorders in humans.

Advances in Genetics

- Describe three ways of producing organisms with desired traits.
- State the goal of the Human Genome Project.

Adaptations over Time

Darwin's Theory

- Describe important observations Darwin made on his voyage.
- Explain how natural selection leads to evolution.
- State the hypothesis Darwin made to explain differences between similar species.

Evidence of Evolution

- Describe how new species form.
- Explain how scientists infer evolutionary relationships among organisms.
- State evidence that supports the theory of evolution.

Evidence of the Past

- Compare two ways that conditions for life on Earth have changed over time.
- Describe the geologic time scale and the way that scientists use it.
- Explain how fossils can be formed and how their age can be estimated.

Eras of the Geologic Time Scale

- Describe the types of organisms that arose during the four major divisions of the geologic time scale.
- Outline the major developments that allowed life to exist on Earth.

Humans and Other Primates

- Describe the two characteristics that all primates share.
- Describe three major groups of hominids.

Unit	Topic	Lesson	Lesson Objectives
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Simple Organisms, Fungi, and Plants

Diversity of Living Things

Viruses

- Describe the components of the basic structure of a virus.
- Discuss how viral diseases are treated.
- Explain how both active and hidden viruses multiply.
- List the characteristics of viruses and state reasons why viruses are considered to be nonliving.

Bacteria

- Compare autotrophy to heterotrophy, and explain how energy is released through respiration.
- Describe the conditions under which bacteria thrive and reproduce frequently.
- Explain the roles of bacteria in the production of oxygen and food, in environmental recycling and cleanup, and in health and medicine.
- Name and describe structures, sizes, and shapes of bacterial cell.

Bacteria's Role in the World

- Describe two ways in which bacteria can be harmful to people.
- Explain how life on earth depends on bacteria.
- List three ways bacteria are useful to people.

Protists

- Describe the characteristics of animal-like protists and give examples.
- Describe the characteristics of fungus like protists and give examples.
- Describe the characteristics of plantlike protists and give examples.

Fungi

- Describe the roles fungi play in nature.
- Explain how fungi reproduce.
- Name the characteristics fungi share.

Plants

An Overview of Plants

- Compare and contrast vascular and nonvascular plants.
- Explain which plants adaptations make it possible for plants to survive on land.
- Identify characteristics common to all plants.

Seedless Plants

- Distinguish between characteristics of seedless nonvascular plants and seedless vascular plants.
- Identify the importance of some nonvascular and vascular plants.

Unit	Topic	Lesson	Lesson Objectives
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Seed Plants

- Compare similarities and differences between monocots and dicots.
- Describe the main characteristics and importance of gymnosperms and angiosperms.
- Explain the structures and functions of roots, stems, and leaves.
- Identify the characteristics of seed plants.

Plant Reproduction

Introduction to Plant Reproduction

- Describe the two stages in a plant's life cycle.
- Distinguish between the two types of plant reproduction.

Seedless Reproduction

- Examine the life cycle of a moss and a fern.
- Explain why spores are important to seedless plants.
- Identify some special structures used by ferns for reproduction.

Seed Reproduction

- Describe the structure and function of the flower.
- Discuss methods of seed dispersal in seed plants.
- Examine the life cycles of typical gymnosperms and angiosperms.

Plant Processes

Photosynthesis and Respiration

- Compare and contrast photosynthesis and respiration.
- Discuss why photosynthesis and respiration are important.
- Explain how plants take in and give off gases.

Plant Responses

- Compare and contrast long-day and short-day plants.
- Explain how plant hormones and responses are related.
- Identify the relationship between a stimulus and a tropism in plants.

Animals

Animals and Behavior

What Is an Animal?

- Describe the difference between vertebrates and invertebrates.
- Describe the five characteristics that all animals share.

Unit	Topic	Lesson	Lesson Objectives
			<p>Animal Behavior</p> <ul style="list-style-type: none"> Describe five kinds of behaviors that help animals survive. Describe how biological clocks affect animals. Explain the difference between learned and innate behavior. <p>Social Relationships</p> <ul style="list-style-type: none"> Describe four ways that animals communicate. List the advantages and disadvantages of living in groups.
			<p>Invertebrates</p> <p>Sponges and Cnidarians</p> <ul style="list-style-type: none"> Describe the characteristics of cnidarians. Explain the importance of coral reefs. Identify the characteristics of sponges. <p>Worms</p> <ul style="list-style-type: none"> Describe the main characteristics of each phylum of worms. Identify the three main phyla of worms. <p>Mollusks</p> <ul style="list-style-type: none"> Describe the major groups of mollusks and tell how they differ. Identify the main characteristics of mollusks. <p>Arthropods</p> <ul style="list-style-type: none"> Describe how crustaceans, arachnids, and centipedes and millipedes differ. Identify four major groups of arthropods and the main characteristics of arthropods. <p>Insects</p> <ul style="list-style-type: none"> Explain how insects are adapted to obtain food. Identify the main characteristics of insects. Name the two types of metamorphosis found in insects. <p>Insect Ecology</p> <ul style="list-style-type: none"> Describe some methods used to control insect pests. Explain why insects are important in food chains. Name two other ways insects interact with their environments. <p>Echinoderms</p> <ul style="list-style-type: none"> List the main characteristics of echinoderms. Name the major groups of echinoderms.

Unit	Topic	Lesson	Lesson Objectives
Fishes, Amphibians, and Reptiles			
What Is a Vertebrate?			
Describe how vertebrates differ in the way they control body temperature.			
Describe the main characteristic shared by all vertebrates.			
Name the characteristics that chordates share.			
Fish			
Name the main characteristics of fishes.			
Name the major groups of fishes and describe how they differ.			
Amphibians			
Describe amphibian characteristics.			
Explain how adult amphibians are adapted for life on land.			
Reptiles			
Contrast the characteristics of each of the three main groups of reptiles.			
Describe one adaptation that helped dinosaurs survive before they became extinct.			
Identify adaptations that allow reptiles to live on land.			
Vertebrate History in Rocks			
Describe what scientists can learn from studying fossils.			
Identify the kind of rock in which fossils are frequently found.			
Birds and Mammals			
Characteristics of Birds			
Describe how a bird's diet, breathing, muscles, and skeleton help it fly.			
Describe how birds raise their young.			
Describe two kinds of feathers.			
Explain how lift works.			
Kinds of Birds			
Identify the differences between flightless birds, water birds, perching birds, and birds of prey.			
Characteristics of Mammals			
Describe seven common characteristics of mammals.			
Explain how early mammals lived.			
Placental Mammals			
Explain how placental mammals develop.			
Give an example of each type of placental mammal.			

Unit	Topic	Lesson	Lesson Objectives
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Monotremes and Marsupials

- Describe the difference between monotremes and marsupials.
- Explain why many marsupials are endangered or extinct.
- Give three examples of marsupials.
- Name the two kinds of monotremes.

Human Biology and Health

Body Organization and Structure

Body Organization

- Describe how tissues, organs, and organ systems are related.
- Identify how organ systems work together to maintain homeostasis.
- List 11 organ systems.

The Skeletal System

- Describe four functions of bones.
- Describe three joints.
- Identify the major organs of the skeletal system.
- List three injuries and two diseases that affect bones and joints.

The Muscular System

- Compare aerobic exercise with resistance exercise.
- Describe how skeletal muscles move bones.
- Describe two muscular system injuries.
- List three kinds of muscle tissue.

The Integumentary System

- Describe the structure and function of hair and nails.
- Describe the two layers of skin.
- Describe two kinds of damage that can affect skin.
- List four functions of skin.

Food and Digestion

Food and Energy

- How can the Food Guide Pyramid and food labels help you have a healthy diet?
- How do the six nutrients needed by the body help carry out essential processes?
- Why does your body need food?

The Digestive Process Begins

- What functions are carried out in the digestive system?
- What roles do the mouth, esophagus, and stomach play in digestion?

Unit	Topic	Lesson	Lesson Objectives
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Final Digestion and Absorption

- What digestive processes occur in the small intestine, and how are other digestive organs involved?
- What role does the large intestine play in digestion?

Healthy Habits

- Describe methods of handling stress.
- Describe three important aspects of good hygiene.
- Explain why exercise and sleep are important to good health.
- List three ways to stay safe at home, on the road, and outdoors.
- Plan what you would do in the case of an accident.

Circulation

The Circulatory System

- Compare and contrast arteries, veins, and capillaries.
- Explain how blood moves through the heart.
- Identify the functions of the pulmonary and systemic circulation systems.

Blood

- Explain why blood types are checked before a transfusion.
- Give examples of diseases of blood.
- Identify the parts and functions of blood.

The Lymphatic System

- Describe the functions of the lymphatic system.
- Explain how lymph organs help fight infections.
- Identify where lymph comes from.

Respiration and Excretion

The Respiratory System

- Describe the function of the respiratory system.
- Describe what happens during gas exchange and breathing.
- Identify the structures that air passes through as it travels to the lungs.

Smoking and Your Health

- Explain how tobacco smoke affects a person's health over time.
- Identify the harmful chemicals contained in tobacco smoke.

The Excretory System

- Explain how excretion contributes to homeostasis.
- Identify the structures and functions of the excretory system.
- State how the kidneys filter wastes from the blood.

Unit	Topic	Lesson	Lesson Objectives
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The Nervous System

How the Nervous System Works

- Describe the structure of a neuron and the kinds of neurons found in the body.
- Explain how nerve impulses travel from one neuron to another.
- Identify the functions of the nervous system.

Divisions of the Nervous System

- Describe the structures and functions of the central nervous system.
- Describe the structures and functions of the peripheral nervous system.
- Explain what a reflex is.
- Identify two ways in which the nervous system can be injured.

The Senses

- Describe how you hear and maintain your sense of balance.
- Describe how your eyes enable you to see.
- Explain how your senses of smell and taste work together.
- Explain how your skin is related to your sense of touch.

Alcohol and Other Drugs

- Describe some commonly abused drugs and how each affects the body.
- Explain how alcohol abuse harms the body.
- Identify the immediate and long-term effects of drug abuse.

The Endocrine System and Reproduction

The Endocrine System

- Describe how the endocrine system controls body processes.
- Explain how negative feedback controls hormone levels.
- Identify the endocrine glands.

The Male and Female Reproductive System

- Define sexual reproduction.
- Describe the structures and functions of the female reproductive system.
- Describe the structures and functions of the male reproductive system.
- Sequence the events that occur during the menstrual cycle.

The Human Life Cycle

- Describe what happens during childbirth.
- Explain how the developing embryo is protected and nourished.
- Identify changes that occur from infancy to adulthood.
- List the stages of human development that occur before birth.

Unit	Topic	Lesson	Lesson Objectives
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Immunity and Disease

The Immune System

- Compare and contrast active and passive immunity.
- Describe the natural defenses your body has against disease.
- Explain the difference between an antigen and an antibody.

Infectious Diseases

- Describe the work of Pasteur, Koch, and Lister in the discovery and prevention of disease.
- Explain how HIV affects the immune system.
- Identify diseases caused by viruses and bacteria.
- List sexually transmitted diseases, their causes, and treatments.

Noninfectious Diseases

- Define noninfectious diseases and list causes of them.
- Describe the basic characteristics of cancer.
- Explain how chemicals in the environment can be harmful to humans.
- Explain what happens during an allergic reaction.

Cycles in Nature

The Cycles of Matter

- Diagram the carbon cycle, and explain its importance to living things.
- Diagram the nitrogen cycle, and explain its importance to living things.
- Diagram the water cycle, and explain its importance to living things.

Changes in Communities

- Describe the differences between primary and secondary succession.

Ecology

Populations and Communities

Living Things and the Environment

- Describe the levels of organizations within an ecosystem.
- Identify biotic and abiotic parts of a habitat.
- Identify the needs that must be met by an organism's surroundings.

Studying Populations

- Describe methods for determining the size of a population.
- Explain the causes of changes in population size.
- Identify factors that limit population growth.

Unit	Topic	Lesson	Lesson Objectives
			<p>Interactions Among Living Things</p> <ul style="list-style-type: none"> Describe the major kinds of interaction among organisms in an ecosystem. Explain how an organism's adaptations help it survive. Identify the three types of symbiotic relationships. <p>Biodiversity</p> <ul style="list-style-type: none"> Explain the value of biodiversity. Identify the factors that affect biodiversity. List some ways to protect biodiversity. Name some human activities that threaten biodiversity.
Ecosystems and Biomes			
			<p>Land Biomes</p> <ul style="list-style-type: none"> Distinguish between abiotic factors and biotic factors in biomes. Identify seven land biomes on earth. <p>Marine Ecosystems</p> <ul style="list-style-type: none"> Describe five marine ecosystems. Describe four major ocean zones. List three abiotic factors that shape marine ecosystems. <p>Freshwater Ecosystems</p> <ul style="list-style-type: none"> Describe one abiotic factor that affects freshwater ecosystems. Describe the three zones of a lake. Describe two wetland ecosystems. Explain how a lake becomes a forest. <p>Forests and Fisheries</p> <ul style="list-style-type: none"> Describe how fisheries can be managed for a sustainable yield. Describe how forests can be managed as renewable resources.
Environmental Problems and Solutions			
			<p>Resources</p> <ul style="list-style-type: none"> Compare renewable and nonrenewable resources. Identify alternatives to fossil fuel use. List uses of fossil fuels. <p>Pollution</p> <ul style="list-style-type: none"> Describe types of air pollution. Explain methods that can be used to prevent erosion. Identify causes of water pollution.

Unit	Topic	Lesson	Lesson Objectives
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Environmental Solutions

Describe the three R's.

Explain how biodiversity can be maintained.

Explain the importance of conservation.

List five environmental strategies.

Unit	Lesson	Lesson Objectives
Matter		
	Introduction to Matter	<p>Describe how to measure mass and volume.</p> <p>Differentiate between mass and weight.</p> <p>Explain what makes up matter.</p>
	Physical Properties	<p>Describe and give examples of physical properties of matter.</p> <p>Explain how and why matter is conserved during a physical change.</p> <p>Explain what happens during a physical change.</p> <p>Identify examples of physical changes.</p>
	Density	<p>Calculate the mass, volume, or density of an object given the other two measurements.</p> <p>Determine whether an object will sink or float relative to the density of the surrounding liquid.</p> <p>Explain density and state the SI units used to measure it.</p>
	Lab: Density of Solids	<p>Calculate the density of several solid objects.</p> <p>Measure the mass and volume of various solid objects.</p> <p>Use density to identify an unknown substance.</p>
	States of Matter	<p>Describe the arrangement and motion of atoms in the different states of matter.</p> <p>Discriminate the characteristics of solids, liquids, and gases.</p>
	Changes of State	<p>Describe what happens during the different changes of state.</p> <p>Explain how energy is related to changes of state.</p>
	Chemical Properties	<p>Describe and give examples of chemical properties of matter.</p> <p>Differentiate between physical and chemical changes</p> <p>Explain what happens during a chemical change.</p> <p>Identify examples of chemical changes.</p>
Atoms, Elements, and the Periodic Table		
	Atomic Theory	<p>Compare the models of the atom put forth by Dalton, Thomson, Rutherford, and Bohr.</p> <p>Describe the development of the modern model of the atom.</p>
	Atoms	<p>Describe the parts of an atom.</p> <p>Identify the masses, locations, and charges of protons, neutrons, and electrons.</p>
	Elements	<p>Describe what an isotope is and explain how isotopes of the same element are different.</p> <p>Examine the properties of an element.</p> <p>Explain how ions form.</p>

Unit	Lesson	Lesson Objectives
	Periodic Table	<p>Describe the organization of the periodic table.</p> <p>Determine an element's symbol, atomic number, and mass number from the periodic table.</p> <p>Examine the history of the periodic table.</p>
	Metals	<p>Describe the characteristic properties of metals.</p> <p>Explain how and why the reactivity of metals changes in the periodic table.</p> <p>Identify the location of metals in the periodic table.</p>
	Nonmetals	<p>Describe the characteristic properties of nonmetals.</p> <p>Explain how and why the reactivity of nonmetals changes in the periodic table.</p> <p>Identify the location of nonmetals in the periodic table.</p>
	Metalloids	<p>Describe the characteristic properties of metalloids.</p> <p>Explain why most metalloids are used as semiconductors.</p> <p>Identify the location of metalloids in the periodic table.</p>
Bonding		
	Compounds	<p>Describe the defining characteristics of a compound.</p> <p>Determine the number of atoms of each element in a chemical formula.</p> <p>Explain how chemical formulas represent compounds.</p> <p>Use models to visualize the chemical structure of a compound.</p>
	Chemical Bonding	<p>Complete electron dot diagrams.</p> <p>Explain why atoms bond.</p> <p>Identify the three types of bonds.</p>
	Ionic Bonds	<p>Describe characteristics of ionic bonds.</p> <p>Explain how ionic bonds form.</p> <p>Give examples of ionic compounds.</p> <p>Identify the properties of ionic compounds.</p>
	Covalent Bonds	<p>Describe characteristics of covalent bonds.</p> <p>Explain how covalent bonds form.</p> <p>Give examples of covalent compounds.</p> <p>Identify the properties of covalent compounds.</p>
	Polymers	<p>Describe the uses of natural and synthetic polymers.</p> <p>Examine the benefits and limitations of using synthetic polymers.</p> <p>Explain the formation of polymers.</p>

Unit	Lesson	Lesson Objectives
Chemical Reactions		
	Introduction to Chemical Reactions	<p>Describe the evidence that shows that a chemical reaction has occurred.</p> <p>Explain the difference between an endothermic and an exothermic reaction.</p> <p>Recognize that a chemical reaction is a chemical change.</p>
	Describing Chemical Reactions	<p>Describe the law of conservation of mass.</p> <p>Explain how mass is conserved in chemical equations.</p> <p>Identify the parts of a chemical equation.</p>
	Balancing Chemical Equations	<p>Demonstrate how to balance a chemical equation.</p> <p>Explain what it means for a chemical equation to be balanced.</p> <p>Relate balanced chemical equations to the law of conservation of mass.</p>
	Types of Chemical Reactions	<p>Distinguish among the types of chemical reactions.</p> <p>Predict the product of each type of chemical reaction.</p>
	Lab: Rate of Chemical Reactions	<p>Describe the signs of a chemical reaction.</p> <p>Identify how temperature and surface area affect the rate of a chemical reaction.</p> <p>Science Practice: Conduct several controlled tests of multiple variables using repeated trials during an investigation about chemical reaction rate.</p>
Solutions and Other Mixtures		
	Mixtures	<p>Compare and contrast types of mixtures.</p> <p>Distinguish between substances and mixtures.</p> <p>Identify the properties of a mixture.</p>
	Solubility	<p>Define solubility and recognize that substances have different solubilities.</p> <p>Describe factors that affect the rate of dissolving.</p> <p>Describe types of solutions.</p> <p>Identify factors that affect the solubility of a substance.</p>
	Properties of Acids and Bases	<p>Compare the properties of acids and bases.</p> <p>Describe common uses for acids and bases.</p>
	Acids and Bases in Solution	<p>Classify acids and bases based on strength.</p> <p>Describe what happens when acids and bases are put in water.</p> <p>Explain how pH can be used to identify an acid or base.</p> <p>Summarize what happens during a neutralization reaction.</p>

Unit	Lesson	Lesson Objectives
	Lab: Acids and Bases	<p>Determine the pH of various solutions using a multi-use indicator.</p> <p>Show how pH is based on the concentration of H⁺ and OH⁻ in solution.</p>
	Motion and Forces	
	Introduction to Motion	<p>Describe the position of an object.</p> <p>Distinguish between distance and displacement.</p> <p>Explain how an object's motion is relative to a reference point or frame.</p>
	Speed and Velocity	<p>Differentiate between speed and velocity.</p> <p>Interpret graphs of distance versus time.</p> <p>Solve problems involving distance, time, speed, and/or velocity.</p>
	Acceleration	<p>Describe the concept of acceleration.</p> <p>Interpret graphs of velocity versus time.</p> <p>Solve problems involving velocity, time, and acceleration.</p>
	Lab: Motion	<p>Graph changes in motion.</p> <p>Interpret data to determine acceleration.</p> <p>Measure distance and time to determine speed.</p>
	Introduction to Forces	<p>Describe the concept of force.</p> <p>Distinguish between balanced and unbalanced forces and their effect on motion.</p> <p>Explain how to determine the net force on an object.</p>
	Friction	<p>Describe friction and explain what causes it to occur.</p> <p>Explain how friction can be reduced or increased depending on the application.</p> <p>Identify and describe the different types of friction.</p>
	Gravity	<p>Describe how gravity affects projectile motion.</p> <p>Describe Newton's law of universal gravitation.</p> <p>Explain the concept of free fall.</p> <p>Identify and describe the factors that affect the gravitational force between two objects.</p>
	Newton's Laws of Motion	<p>Describe Newton's first law of motion and how it relates to inertia.</p> <p>Explain Newton's third law of motion and how it relates to action and reaction forces.</p> <p>Identify applications of Newton's three laws of motion.</p> <p>Use Newton's second law of motion to calculate force, mass, and acceleration.</p>

Unit	Lesson	Lesson Objectives
	Momentum	<p>Apply Newton's third law of motion to understand what happens to momentum when two objects collide.</p> <p>Define and calculate momentum.</p> <p>Explain how momentum is conserved.</p>
	Lab: Newton's Laws of Motion	<p>Demonstrate Newton's first law.</p> <p>Verify Newton's second law by changing the variables F, m, or a.</p>
	Work and Energy	
	Work and Power	<p>Calculate power.</p> <p>Calculate the work done on an object.</p> <p>Explain how force, work, and power are related.</p> <p>Identify when work is done.</p>
	Introduction to Machines	<p>Calculate the efficiency of a machine.</p> <p>Calculate the mechanical advantage of a machine.</p> <p>Define a machine and explain its purpose.</p>
	Simple Machines	<p>Calculate the mechanical advantage of each type of simple machine.</p> <p>Describe the six different types of simple machines.</p> <p>Distinguish compound machines from simple machines.</p> <p>Identify simple machines found in the human body.</p>
	Introduction to Energy	<p>Define energy.</p> <p>Explain how energy and work are related.</p> <p>Identify and describe the different forms of energy.</p>
	Potential and Kinetic Energy	<p>Calculate the kinetic energy in a system.</p> <p>Calculate the potential energy in a system.</p> <p>Distinguish between potential and kinetic energy.</p> <p>Explain how energy is transferred in a moving system.</p>
	Energy Transformations	<p>Explain how energy changes form.</p> <p>Identify examples of energy transformations.</p> <p>Summarize the law of conservation of energy.</p>
	Lab: Kinetic Energy	<p>Calculate the kinetic energy of objects of different mass.</p> <p>Determine the kinetic energy of objects at different speeds.</p> <p>Graph data to illustrate changes in kinetic energy.</p>

Unit	Lesson	Lesson Objectives
Temperature and Heat		
	Temperature and Thermal Energy	<p>Describe how temperature is measured.</p> <p>Convert temperature readings between different temperature scales.</p> <p>Describe how thermal energy relates to temperature.</p> <p>Explain how temperature relates to kinetic energy.</p>
	Heat	<p>Distinguish between heat and thermal energy.</p> <p>Explain why some substances change temperature more easily than others.</p> <p>Predict how thermal energy flows between objects at different temperatures.</p>
	Conduction	<p>Distinguish between insulators and conductors.</p> <p>Explain how molecular movement transfers thermal energy by conduction.</p> <p>Identify situations in which conduction occurs.</p>
	Convection	<p>Describe the motion of liquids and gases due to convection.</p> <p>Explain how fluid movement transfers thermal energy by convection.</p> <p>Identify situations in which convection occurs.</p>
	Radiation	<p>Describe the role of color and texture in absorbers and reflectors.</p> <p>Explain how electromagnetic waves transfer energy by radiation.</p> <p>Identify situations in which radiation occurs.</p>
	Lab: Thermal Energy Transfer	<p>Determine how mass affects the amount of thermal energy transferred.</p> <p>Investigate how different materials transfer thermal energy.</p> <p>Observe and compare the specific heat of water with the specific heat of other substances.</p>
Waves and Sound		
	Introduction to Waves	<p>Compare and contrast transverse waves and longitudinal waves.</p> <p>Define waves and explain how they carry energy.</p> <p>Distinguish between mechanical waves and electromagnetic waves.</p>
	Properties of Waves	<p>Calculate the speed of a transverse wave.</p> <p>Describe how a wave's amplitude is related to the energy the wave carries.</p> <p>Describe the relationship between the frequency and wavelength of a wave.</p> <p>Explain why waves travel at different speeds.</p>
	Wave Interactions	<p>Describe how a wave's direction is changed by reflection, refraction, and diffraction.</p> <p>Differentiate between constructive and destructive interference.</p> <p>Explain what happens when waves interact.</p>

Unit	Lesson	Lesson Objectives
	Sound Waves	<p>Describe how sound waves are produced and how they travel.</p> <p>Explain how different materials and different temperatures affect the speed of sound waves.</p> <p>Identify the features of a sound wave.</p>
	Using Sound	<p>Describe the uses of ultrasound technology.</p> <p>Explain how and why animals use echolocation.</p> <p>Summarize the ways in which sound waves are used for communication.</p>
Light		
	The Electromagnetic Spectrum	<p>Describe the different parts of the electromagnetic spectrum.</p> <p>Distinguish how electromagnetic waves differ from one another.</p> <p>Identify how different types of electromagnetic waves are used.</p>
	Properties of Light	<p>Describe the wave and particle models of light.</p> <p>Explain what happens when light interacts with objects.</p> <p>Recognize what determines the color of an object.</p>
	Reflection and Mirrors	<p>Describe how a mirror forms an image.</p> <p>Describe the law of reflection.</p> <p>Explain how light is reflected from a surface.</p> <p>Identify the types of images formed by different kinds of mirrors.</p>
	Refraction and Lenses	<p>Analyze ray diagrams for a lens.</p> <p>Describe how a lens forms an image.</p> <p>Explain how light is refracted when it passes from one medium to another.</p> <p>Identify the types of images formed by different kinds of lenses.</p>
	Using Light	<p>Describe how magnifying glasses, microscopes, telescopes, and cameras work.</p> <p>Differentiate laser light from regular light and identify uses of lasers.</p> <p>Identify uses of fiber optics.</p>
Electricity and Magnetism		
	Electric Charge	<p>Analyze the factors that affect the strength of an electric force.</p> <p>Describe the electric field due to a charge.</p> <p>Determine how electric charges interact.</p> <p>Explain how electrons cause objects to become electrically charged.</p>

Unit	Lesson	Lesson Objectives
	Electric Current	<p>Describe resistance and how it affects current.</p> <p>Distinguish between conductors, superconductors, semiconductors, and insulators.</p> <p>Explain how an electric current is produced.</p> <p>Explain the relationship between voltage and an electric current.</p>
	Ohm's Law	<p>Calculate the voltage, current, or resistance given the other two quantities.</p> <p>Explain the relationship between current, voltage, and resistance (Ohm's law).</p>
	Electric Circuits	<p>Interpret the electric symbols for the parts of a circuit.</p> <p>Contrast series and parallel circuits.</p> <p>Explain how a circuit functions.</p> <p>Identify open and closed circuits.</p>
	Magnets and Magnetism	<p>Describe Earth's magnetic field.</p> <p>Describe the properties of magnets.</p> <p>Determine how magnetic poles interact with each other.</p> <p>Illustrate the magnetic field around a magnet.</p>
	Electromagnetism	<p>Describe the characteristics of solenoids and electromagnets.</p> <p>Explain how an electric current is produced by a magnet.</p> <p>Indicate how magnetism is produced by electric currents.</p>
	Applications of Electromagnetism	<p>Contrast direct current with alternating current.</p> <p>Describe how a generator works.</p> <p>Explain how an electric motor uses a magnetic force to cause motion.</p> <p>Identify uses of electromagnets.</p>
	Lab: Magnetic and Electric Fields	<p>Demonstrate and describe electric fields.</p> <p>Demonstrate and describe magnetic fields.</p> <p>Show how magnetic and electric fields are related.</p>

Topic	Lesson	Objectives
Introduction to Physics		
	Mathematics and Physics	
		Demonstrate scientific methods.
		Use the metric system.
		Evaluate answers using dimensional analysis.
		Perform arithmetic operations using scientific notation.
	Measurement	
		Distinguish between accuracy and precision.
		Determine the precision of measured quantities.
	The Language of Physics	
		Interpret data in tables and graphs, and recognize equations that summarize data.
		Distinguish between conventions for abbreviating units and quantities.
		Use dimensional analysis to check the validity of equations.
		Perform order-of-magnitude calculations.
Representing Motion		
	Picturing Motion	
		Draw motion diagrams to describe motion.
		Develop a particle model to represent a moving object.
	Where and When?	
		Define coordinate systems for motion problems.
		Recognize that the chosen coordinate system affects the signs of the objects' positions.
		Define displacement.
		Determine a time interval.
		Use a motion diagram to answer questions about an object's position or displacement.
	Position and Time Graphs	
		Develop position-time graphs for moving objects.
		Use a position-time graph to interpret an object's position or displacement.
		Make motion diagrams, pictorial representations, and position-time graphs that are equivalent representations describing an object's motion.
	How Fast?	
		Define velocity.
		Differentiate between speed and velocity.
		Create pictorial, physical, and mathematical models of motion problems.

Topic	Lesson	Objectives
Accelerated Motion		
	Acceleration	
		Define acceleration.
		Relate velocity and acceleration to the motion of an object.
		Create velocity-time graphs.
	Motion with Constant Acceleration	
		Interpret position-time graphs for motion with constant acceleration.
		Determine mathematical relationships among position, velocity, acceleration, and time.
		Apply graphical and mathematical relationships to solve constant-acceleration problems.
	Free Fall	
		Define acceleration due to gravity.
		Solve problems involving objects in free fall.
Two-Dimensional Motion and Vectors		
	Introduction to Vectors	
		Distinguish between a scalar and a vector.
		Add and subtract vectors by using the graphical method.
		Multiply and divide vectors by scalars.
	Vector Operations	
		Identify appropriate coordinate systems for solving problems with vectors.
		Apply the Pythagorean theorem and tangent function to calculate the magnitude and direction of a resultant vector.
		Resolve vectors into components using the sine and cosine functions.
		Add vectors that are not perpendicular.
	Projectile Motion	
		Recognize examples of projectile motion.
		Describe the path of a projectile as a parabola.
		Resolve vectors into their components and apply the kinematic equations to solve problems involving projectile motion.
	Relative Motion	
		Describe situations in terms of frame of reference.
		Solve problems involving relative velocity.
Forces and Laws of Motion		
	Changes in Motion	
		Describe how force affects the motion of an object.
		Interpret and construct free-body diagrams.

Topic	Lesson	Objectives
	Newton's First Law	
		Explain the relationship between the motion of an object and the net external force acting on the object.
		Determine the net external force on an object.
		Calculate the force required to bring an object into equilibrium.
	Newton's Second and Third Laws	
		Describe an object's acceleration in terms of its mass and the net force acting on it.
		Predict the direction and magnitude of the acceleration caused by a known net force.
		Identify action-reaction pairs.
	Everyday Forces	
		Explain the difference between mass and weight.
		Find the direction and magnitude of normal forces.
		Describe air resistance as a form of friction.
		Use coefficients of friction to calculate frictional force.
Work and Energy		
	Work	
		Recognize the difference between the scientific and ordinary definitions of work.
		Define work by relating it to force and displacement.
		Identify where work is being performed in a variety of situations.
		Calculate the net work done when many forces are applied to an object.
	Energy	
		Identify several forms of energy.
		Calculate kinetic energy for an object.
		Apply the work-kinetic energy theorem to solve problems.
		Distinguish between kinetic and potential energy.
		Classify different types of potential energy.
		Calculate the potential energy associated with an object's position.
	Conservation of Energy	
		Identify situations in which conservation of mechanical energy is valid.
		Recognize the forms that conserved energy can take.
		Solve problems using conservation of mechanical energy.
	Power	
		Relate the concepts of energy, time and power.
		Calculate power in two different ways.
		Explain the effect of machines on work and power.

Topic	Lesson	Objectives
Rotational Motion		
	Describing Rotational Motion	
		Describe angular displacement.
		Calculate angular velocity.
		Calculate angular acceleration.
		Solve problems involving rotational motion.
	Rotational Dynamics	
		Describe torque and the factors that determine it.
		Calculate net torque.
		Calculate the moment of inertia.
	Equilibrium	
		Define center of mass.
		Explain how the location of the center of mass affects the stability of an object.
		Define the conditions for equilibrium.
		Describe how rotating frames of reference give rise to apparent forces.
Momentum and Its Conservation		
	Impulse and Momentum	
		Define the momentum of an object.
		Determine the impulse given to an object.
		Define the angular momentum of an object.
	Conservation of Momentum	
		Relate Newton's third law to conservation of momentum in collisions and explosions.
		Recognize the conditions under which momentum is conserved.
		Solve conservation of momentum problems in two dimensions.
Circular Motion and Gravitation		
	Circular Motion	
		Solve problems involving centripetal accelerations.
		Solved problems involving centripetal force.
		Explain how the apparent existence of an outward force in circular motion can be explained as inertia resisting the centripetal force.
	Newton's Law of Universal Gravitation	
		Explain how Newton's law of universal gravitation accounts for various phenomena, including satellite and planetary orbits, falling objects, and the tides.
		Apply Newton's law of universal gravitation to solve problems.

Topic	Lesson	Objectives
	Motion in Space	
		Describe Kepler's laws of planetary motion.
		Relate Newton's mathematical analysis of gravitational force to the elliptical planetary orbits proposed by Kepler.
		Solve problems involving orbital speed and period.
	Torque and Simple Machines	
		Distinguish between torque and force.
		Calculate the magnitude of torque on an object.
		Identify the six types of simple machines.
		Calculate the mechanical advantage of a simple machine.
Fluid Mechanics		
	Fluids and Buoyant Force	
		Define a fluid.
		Distinguish a gas from a liquid.
		Determine the magnitude of the buoyant force exerted on a floating object or a submerged object.
		Explain why some objects float and some object sink.
	Fluid Pressure	
		Calculate the pressure exerted by a fluid.
		Calculate how pressure varies with depth in a fluid.
	Fluids in Motion	
		Examine the motion of a fluid using the continuity equation.
		Recognize the effects of Bernoulli's principle on fluid motion.
Thermal Energy		
	Temperature and Thermal Energy	
		Describe thermal energy and compare it to potential and kinetic energies.
		Distinguish temperature from thermal energy.
		Define specific heat and calculate heat transfer.
	Changes of State and the Laws of Thermodynamics	
		Define heats of fusion and vaporization.
		State the first and second laws of thermodynamics.
		Distinguish between heat and work.
		Define entropy.

Topic	Lesson	Objectives
Vibrations and Waves		
	Periodic Motion	
		Describe the force in an elastic spring.
		Determine the energy stored in an elastic spring.
		Compare simple harmonic motion and the motion of a pendulum.
	Wave Properties	
		Identify how waves transfer energy without transferring matter.
		Contrast transverse and longitudinal waves.
		Relate wave speed, wavelength, and frequency.
	Wave Behavior	
		Relate a wave's speed to the medium in which the wave travels.
		Describe how waves are reflected and refracted at boundaries between media.
		Apply the principle of superposition to the phenomenon of interference.
Sound		
	Properties and Detection of Sound	
		Demonstrate the properties that sound shares with other waves.
		Relate the physical properties of sound waves to our perception of sound.
		Identify some applications of the Doppler effect.
	The Physics of Music	
		Describe the origin of sound.
		Demonstrate an understanding of resonance, especially as applied to air columns and strings.
		Explain why there are variations in sound among instruments and among voices.
Light and Reflection		
	Characteristics of Light	
		Identify the components of the electromagnetic spectrum.
		Calculate the frequency or wavelength of electromagnetic radiation. Recognize that light has a finite speed.
		Describe how the brightness of a light source is affected by distance.
	Flat Mirrors	
		Distinguish between specular and diffuse reflection of light.
		Apply the law of reflection for flat mirrors.
		Describe the nature of images formed by flat mirrors.

Topic	Lesson	Objectives
	Curved Mirrors	
		Calculate distances and focal lengths using the mirror equation for concave and convex spherical mirrors.
		Draw ray diagrams to find the image distance and magnification for concave and convex spherical mirrors.
		Distinguish between real and virtual images.
		Describe how parabolic mirrors differ from spherical mirrors.
	Color and Polarization	
		Recognize how additive colors affect the color of light.
		Recognize how pigments affect the color of reflected light.
		Explain how linearly polarized light is formed and detected.
Refraction		
	Refraction	
		Recognize situations in which refraction will occur.
		Identify which direction light will bend when it passes from one medium to another.
		Solve problems using Snell's law.
	Thin Lenses	
		Use ray diagrams to find the position of an image produced by a converging or diverging lens, and identify the image as real or virtual.
		Solve problems using the thin-lens equation.
		Calculate the magnification of lenses.
		Describe the positioning of lenses in compound microscopes and refracting telescopes.
	Optical Phenomena	
		Predict whether light will be refracted or undergo total internal reflection.
		Recognize atmospheric conditions that cause refraction.
		Explain dispersion and phenomena such as rainbows in terms of the relationship between the index of refraction and the wavelength.
Interference and Diffraction		
	Interference	
		Describe how light waves interfere with each other to produce bright and dark fringes.
		Identify the conditions required for interference to occur.
		Predict the location of interference fringes using the equation for double-slit interference.
	Diffraction	
		Describe how light waves bend around obstacles and produce bright and dark fringes.
		Calculate the positions of fringes for a diffraction grating.
		Describe how diffraction determines an optical instrument's ability to resolve images.

Topic	Lesson	Objectives
	Lasers	
		Describe the properties of laser light.
		Explain how laser light has particular advantages in certain applications.
Static Electricity and Fields		
	Electric Charge	
		Demonstrate that charged objects exert forces, both attractive and repulsive.
		Recognize that charging is the separation, not the creation of electric charges.
		Describe the differences between conductors and insulators.
	Electric Force	
		Summarize the relationships between electric forces, charges, and distance.
		Explain how to charge objects by conduction and induction.
		Develop a model of how charged objects can attract a neutral object.
		Apply Coulomb's law to problems in one and two dimensions.
	Creating and Measuring Electric Fields	
		Define an electric field.
		Solve problems relating to charge, electric fields, and forces.
		Diagram electric field lines.
	Applications of Electric Fields	
		Define electric potential differences.
		Calculate potential difference from the work required to move a charge.
		Describe how charges are distributed on solid and hollow conductors.
		Solve problems pertaining to capacitance.
Electricity Currents and Circuits		
	Current and Circuits	
		Describe conditions that create current in an electric circuit.
		Explain Ohm's law.
		Design closed circuits.
		Differentiate between power and energy in an electric circuit.
	Using Electric Energy	
		Explain how electric energy is converted into thermal energy.
		Explore ways to deliver electric energy to consumers near and far.
		Define kilowatt-hour.

Topic	Lesson	Objectives
	Simple Circuits	
		Describe series and parallel circuits.
		Calculate currents, voltage drops, and equivalent resistances in series and parallel circuits.
	Applications of Circuits	
		Explain how fuses, circuit breakers, and ground-fault interrupters protect household wiring.
		Analyze and solve problems involving combined series-parallel circuits.
		Explain how voltmeters and ammeters are used in circuits.
Magnetism		
	Magnets and Magnetic Fields	
		For given situations, predict whether magnets will repel or attract each other.
		Describe the magnetic field around a permanent magnet.
		Describe the orientation of Earth's magnetic field.
	Magnetism from Electricity	
		Describe the magnetic field produced by current in a straight conductor and in a solenoid.
		Use the right-hand rule to determine the direction of the magnetic field in a current-carrying wire.
	Magnetic Force	
		Given the force on a charge in a magnetic field, determine the strength of the magnetic field.
		Use the right-hand rule to find the direction of the force on a charge moving through a magnetic field.
		Determine the magnitude and direction of the force on a wire carrying current in a magnetic field.
Electromagnetic Induction		
	Electricity from Magnetism	
		Recognize that relative motion between a conductor and a magnetic field induces an emf in the conductor.
		Describe how the change in the number of magnetic field lines through a circuit loop affects the induced electric current.
		Apply Lenz's law and Faraday's law of induction to solve problems involving induced emf and current.
	Generators, Motors, and Mutual Inductance	
		Describe how generators and motors operate. Explain the energy conversions that take place in generators and motors.
		Describe how mutual induction occurs in circuits.
	AC Circuits and Transformers	
		Distinguish between rms values and maximum values of current and potential difference. Solve problems involving rms and maximum values of current and emf for ac circuits.
		Apply the transformer equation to solve problems involving step-up and step-down transformers.

Topic	Lesson	Objectives
	Electromagnetic Waves	
		Describe what electromagnetic waves are and how they are produced.
		Recognize that electricity and magnetism are two aspects of a single electromagnetic force.
		Explain how electromagnetic waves transfer energy.
		Describe various applications of electromagnetic waves.
Atomic Physics		
	Quantization of Energy	
		Explain how Planck resolved the ultraviolet catastrophe in blackbody radiation.
		Calculate energy of quanta using Planck's equation.
		Solve problems involving maximum kinetic energy, work function, and threshold frequency in the photoelectric effect.
	Models of the Atom	
		Explain the strengths and weaknesses of Rutherford's model of the atom.
		Recognize that each element has a unique emission and absorption spectrum.
		Explain atomic spectra using Bohr's model of the atom.
		Interpret energy-level diagrams.
	Quantum Mechanics	
		Recognize the dual nature of light and matter.
		Calculate the de Broglie wavelength of matter waves.
		Distinguish between classical ideas of measurement and Heisenberg's uncertainty principle.
		Describe the quantum-mechanical picture of the atom, including the electron cloud and probability waves.
Subatomic Physics		
	The Nucleus	
		Identify the properties of the nucleus of an atom.
		Explain why some nuclei are unstable.
		Calculate the binding energy of various nuclei.
	Nuclear Decay	
		Describe the three modes of nuclear decay.
		Predict the products of nuclear decay.
		Calculate the decay constant and the half-life of a radioactive substance.
	Nuclear Reactions	
		Distinguish between nuclear fission and nuclear fusion.
		Explain how a chain reaction is utilized by nuclear reactors.
		Compare fission and fusion reactors.

Topic	Lesson	Objectives
	Particle Physics	
		Define the four fundamental interactions of nature.
		Identify the elementary particles that make up matter.
		Describe the standard model of the universe.

Student Graduate PORTFOLIO

HS Diploma of Excellence

In

Sports Science

HONOR CODE

Students at SAHQ Academy join a community of scholar athletes who are committed to the pursuit of excellence. It is expected that all students will pursue their studies with both integrity and honesty. Those students who choose not to do so are forewarned that academic integrity and honesty are taken very seriously and violations will be subject to disciplinary action.

NOTICE TO ALL STUDENTS

SAHQ Academy is an equal opportunity, coeducational, institution of learning. It is open to all students and faculty and does not discriminate in admissions or employment on the basis of race, color, sex, age, religion, disability, or national origin.

Graduate Portfolio

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PHILOSOPHY

SAHQ Academy believes that sport is both an academic discipline and an industry. As such, students need to learn both the theory of the discipline and its application.

MISSION STATEMENT

Excellence Together

VISION

A rigorous, team based academic schedule is the foundation of SAHQ Academy. We build relationships that maximize a student's emerging talent, energy and curiosity in a community centered facility. We prepare and expose students to careers in sports and health science and graduate productive members of a global economy who thrive under pressure, well prepared for higher education. SAHQ Academy draws on a student's love for sports to empower, motivate and inspire excellence in every aspect of their lives and expands their ability to solve complex problems.

VALUES

- **Trust yourself:** Who, not what, do you want to become? Regardless of what other people think.
- **Honor your team:** No one succeeds alone
- **Challenge the Norm:** Think outside the box
- **Don't listen to the naysayers:** Don't pay attention to those who say it can't be done
- **Work your butt off:** Start counting when it hurts
- **Give something back:** Be someone else's inspiration

PURPOSE OF THE GRADUATE PORTFOLIO

The Graduate Portfolio serves several main purposes:

- Identifies the student's interests and goals, focusing them through research and achievement
- It guides students through their program of study.
- It serves as the comprehensive evaluation of students' learning.

When completed, the Portfolios will be a clear academic portrait of students' interests, scholarly abilities, writing capabilities, independent and critical thinking acumen, and research skills.

The Portfolio is a living document that will be used throughout the student's tenure, guided by their Success Coach. It is an advanced piece of work, meant to be above the student's capacity as they begin and mastered over a period of several years, ensuring that when they graduate from SAHQ Academy they are fully prepared to successfully complete college level work and market their skills to potential employers. It is a focal point of the student / success coach relationship

and a constant source of challenge and growth. It is a self-correcting project with numerous points of intervention to ensure student success. At the core of the portfolio's development are the stakeholders meetings, the course map and the student's progress towards graduation. The grading rubric provides student's with areas of focus and improvement.

PORTFOLIO OVERVIEW

In addition to completing course requirements, students will be required to conduct independent research, service work and work study as a part of their portfolio documentation.

PORTFOLIO ADVISOR – Success Coach

The Head Administrator or Lead Teacher of the Academy will assign each student a Success coach. This staff member will meet with the student regularly to evaluate progress and review submissions. A Success Coach will remain with students until graduation.

ELEMENT OVERVIEW

The three (3) Elements of the Portfolio are:

- I. Administrative
- II. Academic
- III. Personal

I. ADMINISTRATIVE ELEMENTS

Personal Statement

The Personal Statement is an integral part of the Portfolio self-evaluation process and provides the framework for both the analytical presentation of goals and the closing document of the Portfolio, the summative narrative.

The Personal Statement takes the form of a comprehensive narrative presenting a student's

- (1) Biography,
- (2) Higher education or career plans, and
- (3) Goals in pursuing a diploma of excellence at SAHQ Academy

The statement is evaluated and should include five requisite qualities including:

- Motivation, maturity, judgment, and creativity;
- Possession of sound personal and academic objectives;
- Awareness of intellectual strengths as well as skills needing development;
- Ability to express concepts and communicate meaning in concise writing; and
- Proficiency in standard written English.

The Three Components of the Personal Statement

1. Biographical Component

Earlier learning experiences, both formal and informal, should be described in a concise narrative. The nature and general outcome of all prior study, sport-related experience, and participation in scholarly research (if any) should be briefly set forth for evaluation.

2. Sports interest Component

The need for SAHQ Academy education should be explained in terms of your interest in sports and sports science. This component of the essay should specify how SAHQ Academy, in conjunction with your background and interests, will further your goals.

3. Goals in Pursuing a Diploma of excellence

In this part of the statement, students should briefly discuss why they wish to graduate with a diploma of excellence at SAHQ Academy including but not limited to

- (a) the reasons for selecting the SAHQ Academy over other schools
- (b) how SA study reflects, and may affect, personal interests, concerns, and choices;
- (c) the particular goals anticipated to be attained through completion of the SA curriculum; and
- (d) proposed topics being considered for the capstone project

Resume / Curriculum Vitae

Resume/Curriculum Vitae (CV) is an overview of students' life accomplishments, most specifically those that are relevant to a career and the academic realm. A Resume/Curriculum Vitae also called a CV or vitae, is a living document, which reflects the developments in a scholar's career, and thus should be updated frequently.

The most noticeable difference between resumes and CVs is the length. In a resume, students should concisely present the relevant information pertaining to educational and career accomplishments. The goal of the CV is to construct a scholarly identity, thus reflecting ability as a teacher, researcher, and/or publishing scholar within their discipline or area of interest. One of the most important things to remember when working on a resume/CV is that there is not one standard format. There are different emphases in each discipline; and a good resume/CV is one that emphasizes the points and conforms to the standards. A good place to start is to find as many examples as possible of resumes and CVs of people within the student's area of interest. Students should take advantage of the Internet to find examples. Remember resumes and CVs should be updated on a continuing basis.

II. ACADEMIC ELEMENTS

Core Area Courses (Tier 1: samples of your work from foundational core subjects)

The core area courses serve as the foundation of the SAHQ Academy program of study. The readings, assignments, and content within these courses will provide an academic basis for future thought, research, and interest in your career. You will be required to include three submissions from the core area courses for your portfolio each semester.

Major Area Courses (Tier 2: samples of your work from your applied learning projects)

Students will submit specific assignments from their courses. Consult with your Success Coach in order to identify which assignments are to be included within the Portfolio. Research and application are critical components of a student's work. The inclusions from the major area courses will identify the student's level of skill in the learning concepts.

Final Written Document (Tier 3: experiential dissertation)

Students will choose either the mentorship or thesis option. Those choosing the mentorship option will write a final paper about their experience. Those choosing the thesis option will research and write a thesis. Those choosing the non-thesis option will submit a final paper from one of their major courses of study. After receiving the final course grade, students will submit the paper to the Portfolio.

MENTORSHIP FINAL PAPER

One of the concluding Mentorship requirements is to submit a Final Paper. The purpose of the Mentorship Final Paper is to create a paper to provide an opportunity to explain how the students' Mentorship experience contributed to their goals in the sport industry. The Mentorship Final Paper should be a scholarly paper.

THESIS OPTION

As an alternative A thesis is an original piece of research by the student. Thesis manuscripts may vary in length, depending upon the topic being researched.

An oral defense at least 30 minutes in length must be scheduled and completed either on campus or by videoconference. The defense is an oral presentation covering the entire thesis experience, with a presentation of research findings. Special emphasis is given in this defense to the results and to the summary and conclusion.

III. PERSONAL ELEMENT

Summative Personal Narrative

The Summative Personal Narrative reflects students' experience in the SAHQ Academy program. This submission should be an honest, introspective analysis of students' work through the program and evaluate the goals that were set in the entrance essay and further analyzed in the expanded document. The introduction of the paper should engage the reader and provide an overview of the purpose of the Portfolio. Students should provide an in-depth discussion on how the goals that were set prior to entering the program were met. Overall this paper should show students' evolution as it relates to the goals and the overall program.

Portfolio Checklist

The portfolio checklist is designed to assist students with keeping track of the required documents to be submitted to the portfolio shell. **Students must keep a copy of all materials submitted to the portfolio.** Enter the date submitted on the appropriate line. It is a good idea to keep an e-file of your records and correspondence with your portfolio advisor.

I. Administrative Elements (Goals: 3, 4) Date Submitted

- Personal Statement _____
- Resume/CV _____

II. Academic Elements (Goals: 1-4)

CORE COURSES (Foundational)

At least three samples of work completed each semester.

SPORTS SCIENCE / CROSS CURRICULAR AREA COURSES (Applied projects)

At least one project sample per semester as approved by your Success Coach

FINAL WRITTEN DOCUMENT (Experiential dissertation)

Summary of your experiential work each semester.

Final report established the last semester of your sophomore year and completed in the second semester of your senior year. This work is progressive and will be built on throughout your years at SAHQ Academy.

To fulfill this Portfolio Requirement, the student must submit the Mentorship Final Report or the Graduate Thesis.

Mentorship: Mentorship Final Report _____

Thesis: Graduate Thesis _____

ANNOTATED BIBLIOGRAPHY

A bibliography of works cited provides readers with the author, title and publication details of a source. An *annotated bibliography*, on the other hand, adds a brief summary, or annotation, about each source (book, magazine, journal, etc.). The purpose of an annotation is to inform the reader of the relevance, the accuracy, and the quality of the sources cited. Placed just below the citation data (facts of the publication), an *annotation* describes the content of the work so that future reference to the entry will provide essential data. It should be composed with complete sentences or as verb phrases (the cited work being understood as the subject).

When writing the annotation, provide enough information in approximately 150 words for readers to obtain a comprehensive understanding of the source's *purpose*, *content*, and *special value*. Be sure to use complete sentences and to avoid wordiness.

The Process for Writing an Annotated Bibliography

1. List the completed bibliographical citation.
2. Items which may be included in the annotation are included here but do not limit further observation regarding the work:
 - Explanation of the main purpose and scope of the cited work;
 - Brief description of the content;
 - Theoretical basis of the author's work;
 - Indicate the possible audience for the work;
 - Evaluate the relevance of the information;
 - State the value and significance of the work as a contribution to the subject under consideration;
 - Advise readers of any possible shortcomings or bias in the work; and
 - Note any significant special features of the work (e.g., glossary, appendices, particularly good index).

3. Finally, present your own brief impression of the work.

Although these are many of the same features included in a literature review, the emphasis of an annotated bibliography is the completeness of information utilizing brevity. Submissions should be double-spaced, Times New Roman 12 point font, and no more than two pages in length.

Purpose of an Annotated Bibliography

Not to be confused with the abstract – which merely gives a summary of the main points of a work –the *annotated bibliography* both *describes* and *evaluates* those points. Whether an annotated bibliography concludes an article or book—or is even itself a comprehensive, book-length listing of sources—its purposes are the same:

- To illustrate the scope and quality of one's own research;
- To review the literature published on a particular topic;
- To provide the reader/researcher with supplementary, illustrative or alternative sources;
- To allow the reader to see if a particular source was consulted;
- To provide examples of the type of resources available on a given topic; and,
- To place original research in a historical context.

DESCRIPTION OF A SCHOLARLY SOURCE

A scholarly or peer-reviewed article is based on original research or experimentation. These articles are not opinion pieces. These articles usually present information based on a research investigation such as, procedures used to collect data and statistical tests conducted for data analysis. If you can't tell whether a journal publishes peer reviewed articles just by looking at its format or by reading its editorial policy one good way to check is to look at *Ulrich's Web Global Series Directory*. Simply type the journal's title into the text box and click submit. You can find this at <http://www.ulrichsweb.com/ulrichsweb/>.

Once you have reviewed a scholarly article you should be able to determine the following:

1. Purpose of research investigation
2. Hypothesis/Hypotheses
3. Procedures (Demographics re: participants, research design, assessment tools used for measurement, length of study)
4. Results
5. Conclusion – include your ideas for future research investigations

ANNOTATION ON SPORT FINANCE ISSUES IN COMMUNITY SPORTS

An Annotated Bibliography Submitted for

Sports Administration

Teacher: Ms. G.

Sammy A. Eagle

Month Year

Misener, K., & Doherty, A. (2009). A case study of organizational capacity in nonprofit community sport. *Journal of Sport Management*, 23(4), 457-482. Community sport is a global industry that provides physical, social, and mental benefits to its participants. The purpose of this study was to examine the organizational capacity of one specific nonprofit community sport organization from a multidimensional perspective. The study was conducted through interviews and observations of six board members and the recreation coach at the Westbury Gymnastics Club in central Canada. The measurement methods were designed to analyze and provide insights on the organization's capacity in the core dimensions of human

resources, finance, networking, operations, and planning. Data triangulation was used to ensure clarity and fairness of data interpretation. The results of the study support the hypothesis, demonstrating strong connections between the dimensions. The impact of financial development capacity on goal achievement was shown to be significantly influenced by human resource capacity. For a nonprofit board member, this means that the addition of staff and volunteers will lead to the development of additional finances through earned income and fund raising. Overall, the findings of this study provide community sport club operators with a multidimensional framework in which to enhance total capacity. This study is limited by the fact that only one organization was studied. Future studies could provide a broader view to help nonprofit community sport clubs further enhance capacity and develop additional financial resources.

ARTICLE CRITIQUE

When writing an article critique, students should analyze the reading, identify their personal reaction to it, and develop a clear, concise explanation of support for their reaction. Knowledge of the discipline in which they are working is the basis on which students build the explanation.

- Read the entire article and identify the author's main point. The goal is to understand what the author wants readers to understand.
- In your own words, summarize the article using just one or two sentences. The summary should be an extract of the main points the author has emphasize in his/her article and not a quotation.
- After summarizing the article, the next step is to evaluate the article. Students should analyze how the author has supported his or her ideas. Are there examples, facts, or opinions? What is the author's bias? Are opposing arguments addressed competently? Is the author's main point convincing? Why or why not? Should the information be incorporated into personal and career pursuits or be rejected? Why or why not? (Students may agree with some points and disagree with others).

*Remember do not copy the author's words in the summary as it is plagiarism and plagiarism is termed as academic dishonesty.

SOME KEY WORDS TO USE IN A CRITIQUE

Evidence statistics logical appeals reasonable facts expert opinions relevant logical opinions emotional appeals representative fallacies examples ethical appeals accurate flawed

THE RELATIONSHIP BETWEEN COACHES' LEADERSHIP STYLE AND BURNOUT

Assignment for
Graduate Portfolio
Sports Marketing
Teacher: Ms. G
Sammy A. Eagle
Month Year

Dale, J., & Weinberg, R. (1989). The relationship between coaches' leadership style and burnout. *Sport Psychologist*, 3(1), 1-13. Retrieved July 21, 2009, from SPORTDiscus with Full Text database.

The research by Judy Dale and Robert Weinberg combines the study of leadership in coaching with that of burnout in the human services work environment, in which coaching can easily be classified. With the increased emphasis on winning, and the increased amount of money involved in all levels of sports, asking this question is logical. The first purpose of the study was to investigate the relationship between perceived levels of burnout by coaches and the perceived leadership style of coaches by their student-

athletes. The second purpose of the study was to see if there was a relationship between burnout and a set of demographic characteristics; years of coaching service, gender, and marital status. The study looked at 502 coaches in high school or college positions in both private and public institutions. Two instruments were used to collect data. The Maslach Burnout Inventory was used to collect data on the leader's level of burnout and the Leadership Behavior Description Questionnaire was used to measure the leadership style of the coaches. The data were analyzed for each of the proposed questions. First the demographic data was examined with a one-way analysis of variance to identify the significant relationship with burnout. This was an appropriate choice for analyzing the potential differences between the three demographic classifications and the six subscales of the stress instrument. Then the relationship of leadership to burnout was analyzed through multivariate analysis of variance and correlations, to look for the significant relationships between the explanatory variables (leadership styles) and the response variable, (burnout). The findings show that coaches are not as burned-out as other professions, consistently falling below the average burnout scores. The study also found that coaches classified in the consideration style were consistently more burned-out than coaches who were in the initiating style. On the demographic examination no difference was found between males and females, but a significant difference was found between married coaches and single coaches. Married coaches were more stressed out than single coaches.

The study is hampered by several things. First, mixing collegiate and high school coaches in this study weakens the results, as the working environments are vastly different. In addition, some form of control for years of coaching experience should have occurred. The authors point out in their discussion that age and years of experience might have played a role in the findings. It is logical that the longer one coaches the more an accumulation of factors might lead to burnout. In the discussion, the authors did provide a number of quality suggestions for coaches to use to prevent burnout, and this adds to the value of the article. The statistical procedures were good, but stepwise regression might have been used with age and years of experience as control variables. Future research should look at the cumulative effect of job stressors and how they relate to burnout. Research should also try to examine the aspects of the off-season that might lead some coaches to recover and regenerate, thus avoiding burnout, while others do not recover and regenerate the necessary energy to avoid burnout.

APPENDIX A: GRADUATE PERSONAL STATEMENT RUBRIC

CRITERION/COMMENTS SCORE

BEGINNING OF THE PERSONAL STATEMENT – INTRODUCTION

- an exceptionally interesting lead that is well-ordered and presents a compelling introduction
- an exceptional beginning that incorporates one or more of three essay components (biography, career plan, goals)

Exceptional

Level 4

- an interesting, orderly, proficient introduction with an effective theme
- a proficient beginning that incorporates one or more of the essay components (biography, career plan, goals)

Proficient

Level 3

- an adequate beginning showing a clear enough progression and an adequate theme
- adequately incorporates one or more of the essay components (biography, career plan, goals)

Adequate

Level 2

- a weak, unfocused beginning without a theme

- a beginning that seems not to address any of the essay components (biography, career plan, goals)

Weak

Level 1

Score Earned: Introduction

MIDDLE OF THE QUALIFYING ESSAY – NARRATIVE

- an exceptionally illustrative, convincing series of examples supporting the theme, through which ideas are developed in a firmly logical sequence

- exceptionally skillful use of transitions between topics and paragraphs

Exceptional

Level 4

- a pertinent series of examples supporting the theme, through which ideas are proficiently developed in logical sequence

- proficient use of transitions between topics and paragraphs

Proficient

Level 3

- adequate examples are provided that tend to support the theme

- ideas proceed logically, overall, but some gaps in logic are present

- transitions between topics and paragraphs are used adequately

Adequate

Level 2

- supporting ideas or examples are weak and fail to create a logical argument for any theme that is offered

Weak

Level 1

Score Earned: Narrative

END OF THE QUALIFYING ESSAY – CONCLUSION

- an effective summary and at the same time an exceptionally skillful continuation of the theme that advances the discussion into a new and perhaps broader context

Exceptional

Level 4

- a proficient summary of the entire essay that meaningfully links the final paragraph to the first paragraph suggests continuity throughout

Proficient

Level 3

- an adequate summary of much of the essay that reiterates the theme or suggests some implication of the presentation

Adequate

Level 2

- absent or weak summary of the essay creating an overly abrupt cessation of discussion

Weak

Level 1

Score Earned: Conclusion

APPENDIX B: MASTER'S ANNOTATED BIBLIOGRAPHY RUBRIC

CRITERION COMMENTS

POINT

RANGE

CITATION RELEVANCE

Exceeds Standards

Cited source is highly relevant to course issues and themes; source is five years old or less; source presents significant high school *graduate* level information.

30-25

Above Average Standards

Cited source is clearly relevant to course issues and themes; source is five years old or less; source presents relevant high school *graduate* level information.

24-19

Meets Standards

Cited source is relevant to course issues; source is five years old or less; information in source is high school *graduate* level.

18-13

Standards Minimally Met

Relevance of cited source somewhat reflects course issues; source is older than five years; source may be high school *graduate* level, but not obviously so.

12-7

Standards Not Met

Cited source is not relevant to course issues; source is older than five years; source is not high school *graduate* level information.

6-0

Points Earned: Citation Relevance 30-0

CITATION ASSESSMENT

Exceeds Standards

Assessment strongly and clearly presents evidence of and indicates reliability of the source at a scholarly level; assessment of source articulates vital and significant issues in the course; assessment is presented on high school *graduate* level

30-25

Above Average Standards

Assessment clearly presents evidence of and indicates reliability of the source; assessment articulates significant issues in the course; assessment indicates high school *graduate* level work.

24-19

Meets Standards

Assessment presents evidence of and indicates reliability of the source; assessment of source articulates issues in the course; assessment is high school *graduate* level.

18-13

Standards Minimally Met

Evidence and reliability of the source is alluded to in the assessment; assessment of the source speaks of issues in the course; assessment may be high school *graduate* level, but not clearly so.

12-7

Standards Not Met

Assessment of source presents no evidence of reliability; assessment does not address issues in the course; assessment is not high school *graduate* level.

6-0

Points Earned: Citation Assessment 30-0

ANALYSIS OF CITATION

Exceeds Standards

Analysis is rigorous, critical and perceptive; is presented in exact APA format; exhibits scholarly analysis; exhibits higher order inquiry consistent with high school *graduate* level study.

40-33

Above Average Standards

Analysis is critical and perceptive; follows APA guidelines; is a scholarly presentation; is higher order inquiry representative of high school *graduate* level study.

32-25

Meets Standards

Critical analysis is indicated; APA guidelines are followed; has elements of scholarly work; critical inquiry is indicated.

24-17

Standards Minimally Met

Analysis is present; follows some APA guidelines; may be high school *graduate* work, but not necessarily scholarly; exhibits inconsistent critical inquiry.

16-9

Standards Not Met

Little to no critical analysis present; APA guidelines not met; not scholarly; *High school graduate* level critical inquiry is absent; not indicative of high school *graduate* work.

8-0

Points Earned: Analysis of Citation 40-0

TOTAL POINTS EARNED 100-0

.

APPENDIX C: GRADUATE ARTICLE CRITIQUE RUBRIC

CRITERION COMMENTS

POINT

RANGE

SOURCE RELEVANCE

Exceeds Standards

Selected source is highly relevant to course issues and themes; source is five years old or less; source presents significant high school *graduate* level information.

30-25

Above Average Standards

Selected source is clearly relevant to course issues and themes; source is five years old or less; source presents relevant high school *graduate* level information.

24-19

Meets Standards

Selected source is relevant to course issues; source is five years old or less; information in source is high school *graduate* level.

18-13

Standards Minimally Met

Relevance of selected source somewhat reflects course issues; source is older than five years; source may be high school *graduate* level, but not obviously so.

12-7

Standards Not Met

Selected source is not relevant to course issues; source is older than five years; source is not *graduate* level information.

6-0

Points Earned: Source Relevance 30-0

SOURCE CRITIQUE

Exceeds Standards

Critique and assessment strongly and clearly present evidence of and indicate reliability of the source at a scholarly level; critique and assessment of source articulates vital and significant issues related to the course; critique and assessment are presented on high school *graduate* level model.

30-25

Above Average Standards

Critique and assessment clearly present evidence of and indicate reliability of the source; critique and assessment articulate significant issues in the course; Critique and assessment indicate high school *graduate* level work.

24-19

Meets Standards

Critique and assessment present evidence of reliability of the source; critique and assessment of source articulate issues in the course; critique and assessment are on high school *graduate* level.

18-13

Standards Minimally Met

Evidence and reliability of the source are alluded to in the critique and assessment; critique and assessment of the source address issues in the course; critique and assessment may be high school *graduate* level, but not clearly so.

12-7

Standards Not Met

Critique and assessment of source present no evidence of reliability; critique and assessment do not address issues in the course; critique and assessment are not *graduate* level.

6-0

Points Earned: Source Critique 30-0

ANALYSIS OF CRITIQUE

Exceeds Standards

Critique is rigorous, critical and perceptive; exhibits scholarly analysis and higher order inquiry consistent with high school *graduate* level analysis.

40-33

Above Average Standards

Critique is critical and perceptive; critique is a scholarly presentation; higher order inquiry representative of high school *graduate* level analysis.

32-25

Meets Standards

Critical analysis is indicated; has elements of scholarly work; high school *graduate* level critical inquiry indicated.

24-17

Standards Minimally Met

Critical analysis is present; high school *graduate* level analysis, but not necessarily scholarly critique; exhibits inconsistent critical inquiry.

16-9

Standards Not Met

Critical analysis is not present; APA Guidelines not met; not scholarly; high school *graduate* level critical inquiry is absent; not indicative of high school *graduate* work.

8-0

Points Earned: Analysis of Critique 40-0

TOTAL POINTS EARNED 100-0

APPENDIX D: MASTER'S FINAL CLASS PAPER RUBRIC

CRITERION COMMENTS

POINT RANGE

INTRODUCTION

Exceeds Standards

Exceptional and engaging introduction; compels interest; clearly presents topic and subtopics in sequential order; central thesis is clear, arguable, and well developed.

20-17

Above Average Standards

Engaging introduction; induces interest; clearly states topic and subtopics in sequential order; central thesis is clear and well developed.

16-13

Meets Standards

Proficient introduction; states topic and all subtopics in obvious order; clear and well developed.

12-9

Standards Minimally Met

Adequate introduction; presents topic and subtopics; is somewhat clear and developed.

8-5

Standards Not Met

Unclear introduction of topic and subtopics; no clear central thesis; lacks an arguable and defensible position.

4-0

Points Earned: Introduction 20-0

QUALITY OF INFORMATION/EVIDENCE

Exceeds Standards

Paper is exceptionally well researched with *graduate* level rigor; extremely detailed; well documented; accurate data; critical evidence presented from a wide variety of significant sources.

20-17

Above Average Standards

Paper is exceptionally researched at the *graduate* level; fully detailed; well documented; accurate data; critical evidence from a variety of significant sources.

16-13

Meets Standards

Paper is researched and detailed at the *graduate* level; adequate documentation; critical evidence from a variety of sources.

12-9

Standards Minimally Met

Most aspects of paper are researched at the high school *graduate* level; accurate evidence provided from limited sources.

8-5

Standards Not Met

Support of topic limited; lacks research, details, and accurate evidence; not high school *graduate* level work.

4-0

Points Earned: Quality of Information/Evidence 20-0

SUPPORT OF IDEAS

Exceeds Standards

Exceptional and consistent justification provided for all positions and propositions; clearly *graduate* level analysis and support; arguments and positions taken are well supported with appropriate citation.

40-33

Above Average Standards

Consistent justification provided for all positions and propositions; exhibits high school *graduate* level analysis and support; arguments made and positions taken are adequately supported with appropriate citation.

32-25

Meets Standards

Indicates relative and consistent rationale for most statements and propositions; adequate support for positions taken; support analysis indicates high school *graduate* level work.

24-17

Standards Minimally Met

Some rationale provided for statements and arguments made; some support for positions taken; high school *graduate* level work is met.

16-9

Standards Not Met Support for rationale provided is limited; not high school *graduate* level analysis.

8-0

Points Earned: Support of Ideas 40-0

**APPENDIX D: GRADUATE'S FINAL CLASS PAPER RUBRIC
SEQUENTIAL DEVELOPMENT OF IDEAS**

Exceeds Standards

Exceptionally well developed sequence of distinct and logical propositions; exceptional transitions from concept to concept; perceptions and notions follow from solid logic exemplary of high school *graduate* level analysis.

40-33

Above Average Standards

Clearly developed sequence of obvious and logical propositions; exceptional transitions from concept to concept; perceptions and notions follow from solid logic exhibiting high school *graduate* level analysis.

32-25

Meets Standards

Adequately developed sequence of clear and logical propositions; concepts follow logically; high school *graduate* level analysis.

24-17

Standards Minimally Met

Some clear and logical sequential development of concepts; adequate transitions; some high school *graduate* level analysis.

16-9

Standards Not Met No clear and logical development of ideas; not high school *graduate* level work.

8-0

Points Earned: Sequential Development of Ideas 40-0

CONCLUSION

Exceeds Standards

Excellent summation of concepts presented; conclusions follow logically from propositions presented; conclusions prompt further inquiry; analysis is exemplary high school *graduate* level work.

40-33

Above Average Standards

Outstanding summation of concepts presented; conclusions follow logically from propositions presented; conclusions urge further inquiry; analysis is high school *graduate* level work.

32-25

Meets Standards

Good summation of concepts; conclusions follow from propositions; concepts presented can lead to further inquiry; high school *graduate* level analysis.

24-17

Standards Minimally Met

Adequate summation of concepts; conclusions imply further inquiry; approaches high school *graduate* level analysis.

16-9

Standards Not Met

Not high school *graduate* level inquiry; summation does not follow logically from propositions; no indication of further inquiry.

8-0

Points Earned: Conclusion 40-0

LANGUAGE USAGE – SYNTAX, GRAMMAR, PUNCTUATION, SPELLING

Exceeds Standards

Composition exceptionally well-constructed; clear, comprehensive, concise and understandable writing; consistent proper use of syntax, grammar, punctuation, and spelling; exemplary high school *graduate* level writing.

20-17

Above Average Standards

Composition well-constructed; clear and understandable writing; consistent appropriate use of syntax, grammar, punctuation, and spelling; obvious high school *graduate* level writing.

16-13

Meets Standards

Composition is clear and understandable; consistent use of proper grammar, syntax, and punctuation; some misspellings; high school *graduate* level writing indicated.

12-9

Standards Minimally Met

Composition presents some obvious errors in grammar, syntax, punctuation, and spelling; adequate high school *graduate* level writing.

8-5

Standards Not Met

Composition exhibits inconsistent grammar, syntax, punctuation, and spelling throughout; not high school *graduate* level writing.

4-0

Points Earned: Language Usage – Syntax, Grammar, Punctuation, Spelling 20-0

APPENDIX D: GRADUATE’S FINAL CLASS PAPER RUBRIC

APA FORMAT-CITATIONS, REFERENCES, AND PAPER STRUCTURE

Exceeds Standards

Consistent listing of citations properly entered; citations strictly adhere to APA guidelines; numerous and varied sources included; proper attribution of concepts always noted; primary references are generated from peer-reviewed, professional journals, noted texts, and recognized authorities in the field; formatting is completely correct and exemplary of high school *graduate* level research.

20-17

Above Average Standards

Consistent listing of citations; citations follow APA guidelines; numerous and varied sources included; proper attribution of concepts always noted; primary references are generated from appropriate sources; formatting is correct and represents high school *graduate* level research.

16-13

Meets Standards

Consistent listing of citations properly entered according to APA guidelines; varied sources included; attribution always given for the ideas of others; primary references generated from appropriate sources; correct formatting followed; indicates high school *graduate* level research.

12-9

Standards Minimally Met

Listing of citations largely follows APA guidelines; appropriate credit generally given for the ideas of others; references mostly generated from related sources; some obvious formatting errors; high school *graduate* level research.

8-5

Standards Not Met

Many improper listings of citations; inconsistent credit given for the ideas of others bordering on plagiarism; primary references not generated from appropriate sources; poor formatting; not high school *graduate* level research.

4-0

Points Earned: APA Format- Citations. References. Paper Structure 20-0

TOTAL POINTS EARNED 200-0

APPENDIX E: List of Classes and Corresponding Portfolio Assignments

THE STUDENT MUST CONTACT HIS/HER PORTFOLIO ADVISOR FOR THE PROPER SUBMISSION FOR ANY CLASS WHICH IS NOT SHOWN BELOW:

**LIST TO BE DEVELOPED AND AMMENDED BY THE SPORTS SCIENCE STAFF
INDIVIDUAL COURSE SELECTION CAN BE AMENDED BY THE SUCCESS COACH**

Contemporary Issues in Sports

Psychological Aspects of Sports Medicine

Psychological Aspects of Health and Fitness

Sports Psychology

Sports Coaching Methodology
Psychology of Elite Performance
Group Dynamics in Sports and Exercise
Seminar in Sports Medicine
Issues in Nutrition and Health
NCAA Compliance
NCAA Rules and Procedures Article Critique
Food and Beverage Service Management
Sports Club Management
Membership and Marketing for Sport Clubs
Introduction to Parks, Recreation, and Tourism
Philosophy and History of Recreation and Leisure
Introduction to Recreational Sport Management
Sports Administration for Coaches
Business and Personnel Management
Sports Administration
Sports Marketing
Sports Finance
Public Relations in Sports
Sports Facilities
Sports Law and Risk Management
Structure and Function of the Olympic Games
Current Issues in the Olympic Movement - Article Critique
Exercise Physiology
Sports Strength and Conditioning
Personal Training
Exercise Testing and Prescription
Weight Management Strategies in Health and Fitness

Optional Appendix B

SAHQ Academy Governing Council

Policies, Procedures and Bylaws

I. NUMBER OF GOVERNING COUNCIL MEMBERS

- A. Governing Council will serve as the governing body of SAHQ Academy. The Governing Council will be established with no less than five and no more than 15 members and is recognized as a Board of Finance by the State of New Mexico.

II. GOVERNING COUNCIL MEMBERSHIP

A. Procedures for Electing Directors

1. **Election of Council Members:** Governing Council Members shall be elected by a majority vote of the existing Council and selected from nominations brought forth by existing members or the SAHQ Academy Principal or Dean of Students.
2. **Term of Council Members:** The terms of the Governing Council members shall serve in staggered four year terms, expiring at the end of the school year. Staggering the terms will ensure that at least 2-3 members remain seated each year. Council members may serve consecutive terms but must be voted on and approved by a simple majority.
3. **Compensation:** Governing Council Members will not receive compensation for their service; however, members may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.
4. **Resignation and Removal:** Any member may resign at any time by giving written notice to the Chair or the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make effective. Any member may be removed by the majority vote of the Governing Council whenever such removal is in the best interests of the School. Grounds for removal will include without limitation the following acts or omissions.
 - a. Violation of the Conflict of Interest Policy
 - b. Failure to attend three consecutive scheduled meetings
 - c. Violation of the member's duty of loyalty
 - d. Violation of the Governing Council's Code of Ethics
 - e. Any other grounds the Governing Council deems appropriate

5. **Vacancies:** A vacancy on the Governing Council shall be filled by the Governing Council after a nomination process. Once the vacancy is filled, the term shall only be for the unexpired portion of the term of the member being replaced.
6. **Attendance:** Members of the Governing Council are required to attend all scheduled meetings of the Governing Council unless exigent circumstances arise. If a Council member cannot be physically present at a meeting for unavoidable conflict, he/she may make arrangements to appear by telephone in accordance with the provisions of the Open Meetings Act. A member of the Governing Council who will be unable to attend a Governing Council meeting will notify the President of the Governing Council prior to the meeting. If the President cannot attend the meeting, he/she must notify the Secretary and forward all information regarding the upcoming meeting to him/her, including notices of non appearances by other Council members.
7. **Nominating:** The Governing Council will develop a policy to ensure that membership to the GC will include a broad range of expertise, including background in education, sports science, finance, state laws, compliance and other fields that provide academic support and fiscal leadership to the school. The Governing Council will notify the school's community and the community at large of position openings on the school's Governing Body.

III. POWERS AND AUTHORITY OF THE GOVERNING COUNCIL

A. Authority of the Governing Council

1. **General:** The Governing Council is the governing body of the charter school and is responsible for ensuring the fair and uniform application of all federal, state and local laws in the operation of the school as well as the school's charter and policies. SAHQ Academy will be operated for the educational benefit of its students. The Governing Council is the policy making body for the school. The SAHQ Academy GC will exercise leadership primarily through the formulation and the adoption of policies, support in developing the budget and acting as "Champions" for the school within the community.
2. **Delegation to the Principal:** The Governing Council shall concern itself primarily with broad questions of policy and with the appraisal of results rather than the administrative detail. The application of policies is an administrative task to be performed by the Principal and designated staff, and they shall be held responsible for the effective implementation of Governing Council policies. The Principal shall be held responsible for keeping the Governing Council informed of all matters

within their purview so that the GC can fulfill the above described functions of the governing body.

The Principal will have primary responsibilities for all aspects of the school's operations and programs, including the day to day management and implementation of the school's charter and Governing Council policies. The academic staff will report to the Lead Teacher if one is in place, the Lead Teacher and administrative staff will report to the Principal.

3. **Individual Member's Authority:** A member of the Governing Council is a public officer, but has no power or authority individually. The charter vests power in the Governing Council, and not in the members, either individually or otherwise and these powers must be exercised by the Governing Council at a public meeting in regular, special or emergency meetings, with actions duly recorded in its minutes.
4. **Binding Authority:** The Governing Council shall not be bound in any way by any action or statement on the part of any individual Governing Council member except when such a statement or action is in pursuance of specific instructions from the Governing Council. Any such exception shall be recorded as an action item of the Governing Council and recorded in the minutes.
5. **Advanced Notice:** The Governing Council recognizes the importance of timely communications among members and between the Governing Council, the Principal and the Dean of Students. The Principal or his/her designee will strive to insure that the GC is given prior notice of matters submitted by members for deliberation at meetings.

B. Powers of the Governing Council

The Governing Council's powers and authority is set forth in the SAHQ Academy Charter and the New Mexico Public School Code and all applicable laws and regulations. Complete and final control of all matters pertaining to the School's educational system shall be vested in the Governing Council. The GC of SAHQ Academy will have the following powers and duties.

1. Those powers as set for in the SAHQ Academy Charter that are not inconsistent with federal or state laws or Constitutions, or as otherwise set forth in the Charter Schools Act, NMSA 1978.
2. Employ the Principal of SAHQ Academy
3. Approve the Principal's Dean of Students
4. Delegate administrative and supervisory functions of the Principal when appropriate

5. Approval of the annual budget of anticipated income and expenditures and direct the preparation of the annual financial audit report in connection with the NM Public Education Department's annual audit.
6. Have the capacity to sue or be sued
7. Contract for services with any school district, a university or college or any third party for the use of a facility, its operations and maintenance and the provision of any service or activity that SAHQ Academy is required to perform in order to carry out the educational program described in its charter.
8. Acquire and dispose of property provided that at the termination of the charter, all assets of the charter shall revert to the authorizer, unless otherwise amended by law.
9. Accept or reject charitable gifts, grants, devise or bequest not otherwise contrary to law or the terms of the charter.
10. Contract for provision of financial management, food services, educational related services or other services.

IV. GOVERNING COUNCIL OFFICERS

- A. Officers:** The Officers of the Governing Council shall consist of a Chair, Secretary and Treasurer, or as deemed necessary by the Council. The school may, at the discretion of the Board, provide for different categories of Officers, including, without limitation, one or more Assistant Treasurers and/or Assistant Secretaries. The duties of certain officers are set forth herein. When the incumbent of an office is unable to perform the duties thereof or when there is no incumbent of an office, the duties of the office shall, unless otherwise provided by the Board or these Bylaws, be performed by the next Officer set forth in the following sequence. Chair, Treasurer, Secretary.
- B. Appointment and Tenure:** All Officers shall be elected every two years by the Council at its Annual meeting for terms of two years or until their successors have been duly elected and qualified, or until death, resignation or removal. Officers' term shall commence immediately following the Annual Meeting of the Board.
- C. Resignation and Removal:** Any Officer may resign at any time by giving written notice to the President or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any Officer may be removed by the Council whenever in its judgment, he/she fails to perform the duty of the office or such other duties as appointed by the Council and the best interests of the School would be served thereby.
- D. Vacancies:** A vacancy in any office may be filled by the Council for unexpired portion of the term of the officer being replaced.

- E. **Chair:** The Chairman or Chairwoman of the Governing Council shall preside at all meetings and shall appoint committees with approval of the Governing Council. They shall have the right, as other members of the Governing Council, to make second motions, to discuss questions and to vote. The Chair of the GC may not act for or on behalf of the GC without prior specific authority from a majority of the GC to do so. All communications addressed to the Chair shall be considered by him or her for appropriate action, which consideration may include consulting with legal counsel and consideration by the Governing Council. The Chair shall sign legal documents as required by law and perform such other duties as may be prescribed by the GC. It is the President's responsibility to ensure that Governance Council upholds their commitments/responsibilities to the school. The Chair is responsible for compiling the topics for business to be placed on the agenda, in cooperation with the Secretary. Any member of the Governing Council may offer items to be heard or discussed at any meeting of the Council and the Chair cannot ignore such requests. The Chair has a responsibility to allow other Council members contribute to the Agenda items.
- F. **Secretary:** The Secretary shall keep the minutes of the Governing Council meetings, subject to the direction of the President, assure that all notices are given in accordance with the provisions of the Charter, Governing Council policies and as required by law; shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Governing Council. The Council may appoint a designee to assist with the responsibilities of the Secretary as described herein, including recording and transcribing the minutes of the meetings, posting notices and agendas and preparing packets for the Governing Council's review. Any member of the GC may suggest agenda items to the Chair and / or Secretary. The Council Secretary will review the minutes prior to presentation to the Governance Council for approval. The Secretary shall be responsible for presenting the minutes to the Council at meetings.
- G. **Treasurer:** Unless otherwise determined by the Governing Council, the Treasurer shall perform the duties of the Chair in addition to those of the Treasurer in the absence of the Chair or at the request of the Chair. In the event a vacancy occurs in the Chairmanship, the Treasurer will act in the capacity of the Chair until the office has been filled by a vote of the Council membership.

The Treasurer shall be familiar with the fiscal affairs of the school and keep the Council informed thereof in the event the School's Business Manager is unable to so act. They shall attend the PED budget workshops and or any other financial regulatory training recommended by the Principal or the Business Manager. The Treasurer will work with the Business Manager to produce the annual school budget.

- H. **Compensation:** The officers shall not be compensated for their services, however, they may be compensated for reasonable expenses in accordance with NM Mileage and Per Diem Act.
- I. **Delegation:** The Governing Council may delegate temporarily the powers and duties of any Officer, in case of such Officer's absence or for any other reason, to any other Officer, and may authorize the delegation by any Officer of any of such Officer's powers and duties to any agent or employee subject to the general supervision of each Officer.

V. STANDING COMMITTEES OF THE GOVERNING COUNCIL

The Governing Council will have the authority to form the following Committees based on the needs of the school.

A. Proposed Committees

1. School Advisory Council (Standing and under the authority of the Principal)

SAHQ Academy shall create a School Advisory Council to assist the Principal with school based decision making, create feedback, involve parents in their children's education, promote volunteerism and develop parental and community involvement in the school. The School Advisory Council shall be created and its membership elected in accordance to rules that will be adopted by the Governing Council. Membership on the council shall reflect an equitable balance between school employees and parents and community members. At least one community member shall represent the business community, if such person is available. The Principal shall be an active member of the School Council, serve as Chair and report back the Governing Council. This is an advisory committee.

2. Audit Committee (Standing and required by law)

The Audit Committee shall consist of two Governing Council members, one volunteer member who is a parent of a student attending SAHQ Academy and one volunteer member who has experience in accounting or financial matters. The Principal and the Business Manager shall serve as ex-officio, non voting members of the committee. The Audit Committee shall:

- a. Evaluate the request for proposal for annual financial audit services (when applicable)
- b. Recommend the selection of the financial auditor (where applicable)
- c. Attend the entrance and exit conferences for annual and special audits
- d. Meet with external financial auditors at least monthly after audit field work begins until the conclusion of the audit.
- e. Be accessible to the external financial auditors as requested to facilitate communication with the Board.

- f. Track and report progress on the status of the most recent audit findings and advise the authorizer on policy changes needed to address audit findings.
- g. Provide other advice and assistance as requested by the authorizer and
- h. Be subject to the same requirements regarding the confidentiality of audit information imposed by the Audit Act and rules of the State Auditor.

3. Finance Committee (Standing and required by law)

The Finance Committee shall assist the board in carrying out its budget and finance duties. At least two members of the Governing Body shall serve on the Finance Committee, including the Chair and the Treasurer. The Business Manager shall be required to attend all Finance Committee meetings. Specifically, the Finance Committee shall:

- Make Recommendations in the following areas.
 - 1. Financial Planning, including reviews of the school's district revenue and expenditure projections.
 - 2. Review of financial statements and periodic monitoring of revenues and expenses.
 - 3. Annual budget preparation and oversight
 - 4. Procurement

- Serve as an external monitoring committee on budget and other financial matters

4. Council Development Committee (Standing)

By reviewing the charter school strategic plan, the performance requirements of the charter school contract, as well as the profile of the current board strengths and weaknesses, the Council Development Committee will establish a matrix by seeking to identify the gap between the skills and knowledge needed on the council and what council members currently possess. Based on this analysis, the Council Development Committee will set clear recruiting priorities for future council recruitment. Identification and recruitment of new council members is a long-term process and takes fidelity to a step-by-step approach. This Committee will identify and interview potential Council members on an ongoing basis.

5. Academic Efficacy Committee (Standing)

This committee will monitor the effectiveness of SAHQ Academy's academic programming by evaluating outcomes. The evaluation criteria will be established in cooperation with the Principal and Lead Teacher.

B. Committee Selection and Membership

Election and Term: Members of each Committee may be chosen from time to time by the Governing Council and shall serve for such period of time as the GC shall determine. The specific composition of the Audit and Finance Committee, however, shall be governed by the provisions set forth above.

Meetings: Committees may meet at such times and for such purposes as they shall from time to time determine. Provisions for notice and procedures applicable to meetings of the Governing Council's committees shall be as prescribed by the GC and shall comply with the Open Meetings Act if the purpose of such meeting is to set policy affecting the school.

Resignation and Removal: Any member of a Committee may, at any time, resign by giving written notice to the Chair or the Secretary and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any member of a Committee may be removed by the GC whenever in its judgment, the best interest of the School would be served.

Compensation: Members of the committees shall not receive any compensation for their services; however, they may be compensated for reasonable expenses in accordance with the NM Mileage and Per Diem Act.

Ad Hoc Committees: The Governing Council has the authority to create ad hoc committees as deemed necessary. The policies and procedures that govern ad hoc committees will be determined as specified by the Governing Council action creating and approving the existence of any such committee.

VI. MEETINGS OF THE GOVERNING COUNCIL

All meetings of the SAHQ Academy Governance Council shall be held in accordance with the New Mexico Open Meetings Act.

A. Meetings

Annual Resolution: The Governance Council shall pass a resolution annually describing what notice of a public meeting is reasonable when applied to the SAHQ Academy Governance Council. The resolution shall describe appropriate notice and methods for posting agendas for regular, special and emergency meetings of the Governing Council.

Frequency of Meetings: the Governing Council shall meet in regular meetings one time each month, with no less than ten regularly scheduled meetings each year.

Annual work session: The Governing Council shall hold an annual work session for the purpose of strategic planning or such other purposes as the Governing Council shall determine. The annual work session shall normally be held May – July.

B. Special Meetings

Special Meetings of the Governing Council may be called at the discretion of the Governing Council. Such meetings should be held, if possible, at such time and place consistent with the Governing Council’s annual resolution for conducting its public meetings.

C. Attendance via Telephone Conference Call

Except to the extent otherwise provided by law, any meeting of the Governing Council may be attended by any or all of the Council Members by means of a telephone or similar communications equipment, when it is otherwise difficult or impossible for the member to attend the meeting in person, provided that each member participating by conference can be identified when speaking, all participants are able to hear each other at the same time and members of the public attending the meeting are able to hear any other member of the Governing Council who speaks during the meeting. Such attendance shall constitute presence by the GC member as if in person at such meeting and for purposes of determining quorum. Any action taken by the Governing Council at such meeting shall constitute a valid action of the Governing Council.

D. Notice

The Governing Council shall provide notice and post agendas in accordance with the New Mexico Open Meetings Act. Reasonable notice of the GC may include broadcast stations licensed by the FCC, newspapers of general circulation and the SAHQ Academy website. Notice of meetings and the availability of meeting agendas shall be consistent with the Governing Councils annual resolution. Except in cases of emergency the Governing Council shall only act on matters identified on the agenda.

E. Emergency

An emergency meeting or agenda item is one necessitated by unforeseen circumstances that if not addressed immediately by the Governing council, will likely result in injury or damage to persons or property or substantial financial loss to the public body.

F. Minutes

The Governing Council shall keep written minutes of all its meetings. The minutes shall include at minimum, the date, time and place of the meeting, the names of members in attendance and those absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. All minutes are open for public inspection and should be available on the school website. Draft minutes shall be prepared within ten working days after the meeting and shall be approved, amended or disapproved at the next meeting where quorum is present. Minutes shall not become official until approved by the Governing Council.

VII. CONFIDENTIAL MATTERS OF THE GOVERNING COUNCIL

The Governing Council recognizes that confidential information will be brought to the attention of individual Governing Council members and/or the GC as a whole pertaining to, but not limited to, the following:

- Matters relating to the employment or dismissal of, or charges against, specific SAHQ Academy Personnel
- Matters relating to litigation or proposed litigation in which Governing Council is or may become a party, or attorney-client communication.
- Consideration of the acceptance of gifts, bequests, or donations where confidentiality has been requested by the donor
- Consideration of wages and benefits for the Principal
- Consideration of suspension, expulsion, or disciplinary action in connection with a student.
- Matters relating to the security of students, personnel, visitors, and / or school property.
- Such matters that may arise and qualify as being confidential by law.

The Governing Council further recognizes that public disclosure of such information may result in injury to individuals or potential harm and possible liability to SAHQ Academy and the Governing Council members who must respect confidentiality of information that is privileged under applicable law. It is the policy of the Governing Council that Council members shall discuss or disclose confidential information only in connection with legitimate School business and only with individuals with legitimate right to know.

VIII. MANNER OF ACTION

A. Quorum

A majority of the seated Council Members, whether personally present or appearing telephonically shall constitute a quorum for the transaction of business at any meeting of the Governing Council.

B. Financial Matters

The Governance Council shall approve all contracts, except for employee contracts, other than the Principals, and for purchases up to the limit of the New Mexico Procurement Code, which shall be by the authority of the Principal.

C. Manner of Acting

No action of the Governing Council shall be valid unless taken at a meeting at which a quorum as defined herein is present and which has been properly noticed pursuant to the New Mexico Open Meetings Act.

IX. CONFLICTS OF INTEREST AN CODE OF ETHICS

A. General Statement

It shall be the duty of each Governing Council member to voluntarily excuse him/herself from discussion of confidential information and abstain from voting on matters in which the Governing Council member has a personal or financial interest, including an interest by a member of the Governing Council's immediate family, or where the Governing Council's participation will or may compromise the confidential nature of the discussion. Failure to voluntarily remove himself/herself from such conflicts of interest may result in a vote to remove the member from the Governing Council. SAHQ Academy will stay informed of and compliant to any legislation regarding conflicts of interest.

B. Disclosure

Each Council Member agrees to complete and sign a Disclosure of Conflicts of Interests statement prior to accepting his/her position on the Council. In addition, to this statement, Council Members shall annually update the disclosure statement and shall otherwise immediately notify the President of the Council when he or she becomes aware that an actual or potential conflict may exist.

C. Conflict of interest Policy

Each Council Member agree to abide by the SAHQ Academy Conflict of Interest Policy adopted by the Governing Council.

D. Code of Ethics

Each Council Member agrees to abide by the SAHQ Academy Code of Ethics adopted by the Governing Council

X. PRINCIPAL SELECTION

Principal Criteria

The Head Administrator shall be responsible for all matters pertaining to the school's affairs, including recruitment and supervision of faculty and staff; discipline of students; maintenance of school property; and the relationship among students, parents and faculty. The Head Administrator shall approve all payment of proper bills for school expenditures.

Terms of employment

The Governing Council shall hire the Head Administrator and conduct an annual performance evaluation. During the Head Administrator's employment, they shall not engage in other employment without the Chair's written permission.

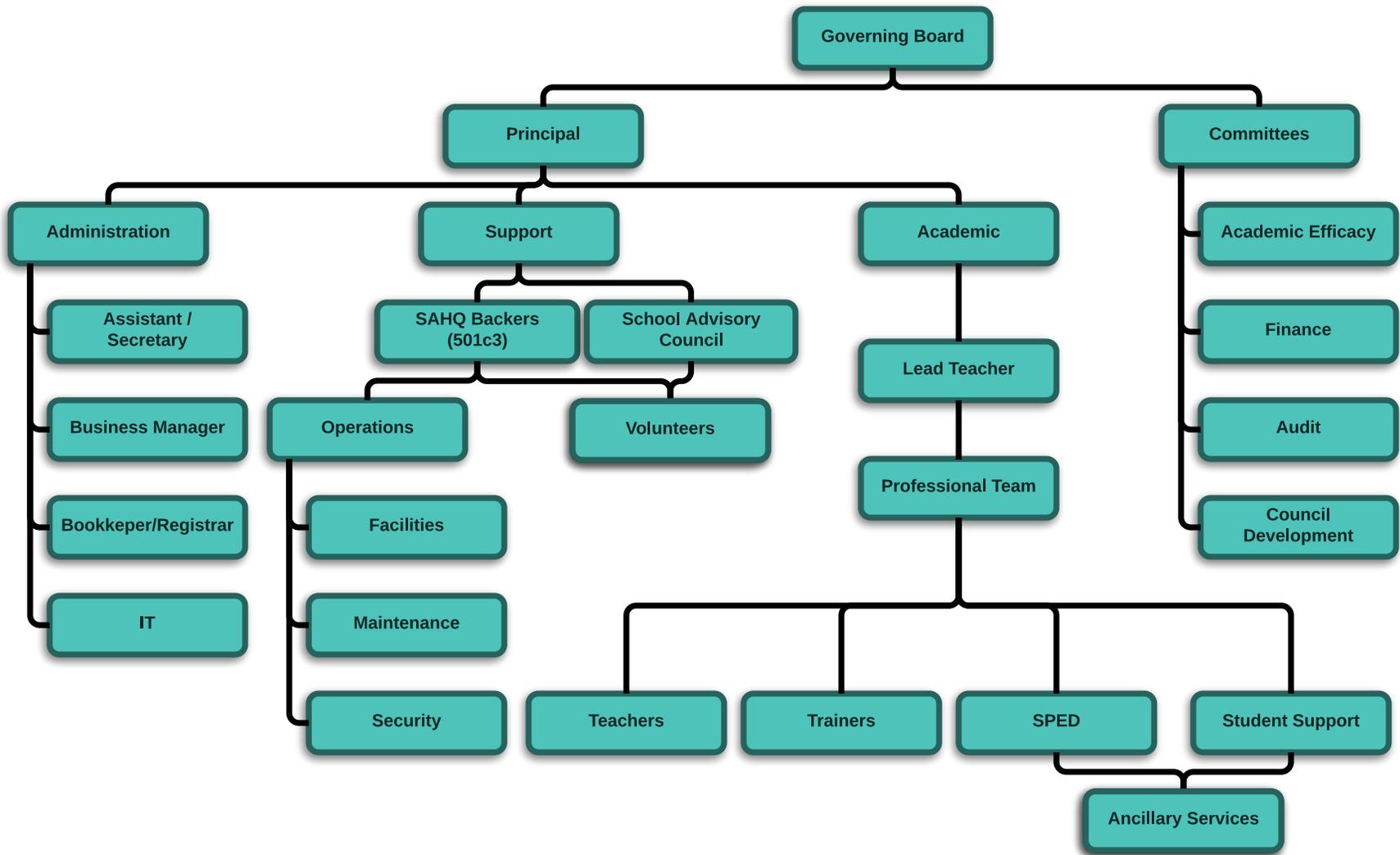
XI. MISCELLANEOUS

A. Checks, Drafts, Etc

All checks, drafts or other orders for the payment of money, and all notes or other evidences of indebtedness issued in the name of the school shall be signed by such Officer or Officers, agent or agents of the School as designated by the Governing Council. At no time can one individual sign for a payment isolated from oversight of the entire Governing Council, not just one member.

B. Books Records

The Governing Council shall keep accurate and complete books and records of the actions of the Governing Council, which records shall be open to inspection by the members of the Governing Council at any time, or members of the public pursuant to the Inspection of Public Records Act.



SAHQ Academy CHARTER SCHOOL

INTERNAL CONTROLS

2015 Charter Application

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INTRODUCTION

SAHQ Academy is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, and accountability in accordance with Generally Accepted Accounting Principles (GAAP). SAHQ ACADEMY will follow all the applicable laws and regulations that govern Charter Schools within the State of New Mexico. As a Board of Finance, SAHQ ACADEMY'S Governing Council ("Board") is entrusted with funds granted by government agencies, private foundations, and individual contributors, and it will adhere to the highest of standards of accounting. Clear financial policies and procedures will enable the school to meet its financial needs and obligations, will ensure long-term financial stability and viability, and will protect its tangible assets and reputation.

Financial Policies

1. SAHQ ACADEMY shall comply with the laws, rules, and regulations applicable to it in regard to financial matters and with the terms of the charter contract by which it is bound.
2. Control procedures shall be in place to ensure the security of the school's assets.
3. Timely and accurate financial information shall be produced to fulfill all reporting requirements and management needs.

Financial Leadership and Management

The financial leadership and management team of SAHQ ACADEMY consists of:

- The SAHQ ACADEMY Governing Council
- The Finance Committee
- The Audit Committee
- The Treasurer of the Governing Council (by default, also the Chairperson of the Finance Committee)
- The Principal/Executive Director
- The School's Business Manager
- The School's Bookkeeper

The day-to-day fiscal responsibilities of SAHQ ACADEMY are assigned to its financial staff. However, ultimate fiduciary responsibility for the overall management of the organization lies with the Governing Council.

The Governing Council will meet, at a minimum, twelve (10) times during the course of each fiscal year to ensure that its fiduciary duties are met. SAHQ ACADEMY will establish a Finance Committee by March 1, 2016. The Finance Committee is commissioned by and responsible to the Governing Council. It has the responsibility for working with the Principal/Head Administrator and Business Manager to make recommendations to the Board in the following areas:

- (a) financial planning, including reviews of the School's revenue and expenditure projections;
- (b) review of financial statements and periodic monitoring of revenues and expenses;
- (c) annual budget preparation and oversight; and
- (d) procurement.

The Finance Committee shall also serve as an external monitoring committee on budget and other financial matters. The Finance Committee shall be assisted by the Principal/Head Administrator and the Business Manager. Members of the Finance Committee shall be the Treasurer of the Board, who shall serve as chair of this committee, and at least one other member of the Board, as appointed by the President of the Board, with the advice and consent of the Board in accordance with the Board's Bylaws and NMSA 1978 §22-8-12.3 (2010).

The Finance Committee of the Governing Council shall be responsible for the primary Board-level oversight of school financial matters, as defined by the Board and New Mexico law. The Principal/Head Administrator and Business Manager of SAHQ ACADEMY will have primary responsibility for executing all financial matters and financial decisions of the Board. All members of the fiscal management team will work together to make certain that all financial matters of the organization are addressed with care, integrity, and in the best interest of SAHQ ACADEMY.

The Principal/Head Administrator and Business Manager are responsible for administering the school's adopted policies and ensuring compliance with procedures that have been approved by the Governing Council. Recommendations for changes or amendments to policies relating to school finances shall be conducted by the Finance Committee and considered by the Governing Council every year.

Any violation of SAHQ ACADEMY' financial policies and procedures may be considered to be cause for termination or removal and, depending upon the nature of the infraction, civil and/or criminal prosecution.

PROCEDURAL REQUIREMENTS

SAHQ ACADEMY, pursuant to 6.20.2.8 NMAC, will account for every financial transaction. SAHQ ACADEMY will build and sustain a budget that aligns to and conforms to the Public School Code and NMPED procedures for public school accounting and budgeting. SAHQ ACADEMY' Business Manager, under the supervision of the Principal/Head Administrator will be responsible for maintaining the school's budget as well as preparing and presenting all financial documentation. SAHQ ACADEMY' Business Manager will meet the competency requirements in 6.63.12.9 NMAC.

Budget Preparation

SAHQ ACADEMY, pursuant to 6.20.2.9 NMAC, will follow budget requirements stated in all sections of NMSA 1978, as well as meet all NMPED requirements and procedures when preparing, submitting, maintaining, and reporting budgetary information.

Projecting Revenue

SAHQ ACADEMY' Principal/Head Administrator Business Manager, and its Governing Council will work collaboratively with the NMPED to project an accurate annual budget that will sustain the school and its mission. The following points will hold constant:

1. The State Equalization Guarantee (SEG) will be SAHQ ACADEMY' primary source of revenue. The school will use historical data to project an average number of students in each category outlined in the 910B5 (SEG) budget preparation spreadsheet provided by the NMPED. SAHQ ACADEMY will use both historical data and estimated student enrollment to project the number and type of certified and non-certified FTEs. Location and historical data allow SAHQ ACADEMY to include the At-Risk Unit in the 910B5. The State Equalization Guarantee will be computed using all current data and formulas provided by the NMPED.
2. Any non-categorical revenue that is generated, such as donations, will be projected based upon legitimate and authenticated funding sources. A collaborative effort between the Donor, the Governing Council, the Principal/Head Administrator and the Business Manager will provide protection to ensure that an accurate projection of this revenue is made, recorded, and reported to all parties.
3. If SAHQ ACADEMY maintains any cash balance from the prior fiscal year in its Operational Fund, the balance may be budgeted for operational expenditures, with the exception of payroll, with the proper approval from the NMPED and the Secretary of Education.

Projecting Expenditures

SAHQ ACADEMY will use formula driven budgets along with prior year statistical data and projections of future enrollment to estimate membership. Projections of future enrollment that is based on the school's three year growth and phase-in plan will be used to identify SAHQ ACADEMY' certified and noncertified staffing needs as well as the associated costs, that may include, but may not be limited to instructional supplies, equipment, and facility. In order to understand and better anticipate the impact on students due to budgetary changes, projections of

new personnel needed and their associated costs will be made with ample time to address any impacts.

SAHQ ACADEMY will use historical costs to project the school's contributions to the New Mexico Educational Retirement and ERA Retiree Plans. In addition, the school's contributions to the New Mexico Public School Insurance Authority (NMPSIA) for health insurance premium estimates will be gauged using historical data and our six- year growth and phase-in plan, so that future staffing may be projected.

Budget Approval

Pursuant to 6.20.2.9 NMAC, SAHQ ACADEMY will follow all budget requirements stated in Sections 22-8-5 through 22-8-12.3, NMSA 1978, and procedures of the department in preparing, submitting, maintaining, and reporting budgetary information. Budgetary control shall be at the function level. Over-expenditure of a function shall not be allowed. SAHQ ACADEMY will follow the following procedures to ensure that the school's budget is approved by the NMPED:

1. SAHQ ACADEMY will use the State Equalization Guarantee (SEG) to calculate the operational revenue by means of the 910B5 provided by the NMPED. The school will rely upon historical data, prior year enrollment, and projected membership, as well any the prior year T & E index and At-Risk index.
2. SAHQ ACADEMY will submit its budget as scheduled each year by the NMPED and the budget will be reviewed by the NMPED. Prior to submission of the budget to the NMPED, the Governing Council must review and approve the budget as presented. SAHQ ACADEMY and the NMPED shall review the school's projected revenues and confer before determining where additions or reductions to the budget will be incorporated.
3. Prior to June 20th and in compliance with the Open Meetings Act, Section 10-15-1 et seq. 1978 Public School Code and local Board policy, SAHQ ACADEMY will hold a public hearing on the proposed budget and shall give notice of the public hearing. Certification of the proposed budget by the NMPED shall be on or before July 1st. The approved and certified budget will then constitute the operating budget of SAHQ ACADEMY and will be integrated into the school's accounting system. Encumbrances will be used as an element of control and integrated into the budget system.

Budget Maintenance Standards

Pursuant to 6.20.2.10 NMAC, budget adjustment requests shall be submitted on the most current form prescribed by the NMPED. SAHQ ACADEMY will submit budget adjustment requests for the operating budget to the NMPED for budget increases, budget decreases, transfers between functional categories, and transfers from the emergency reserve account. If the NMPED does not take action on a budget adjustment request within thirty (30) calendar days from the date of receipt by the NMPED, the request will be considered approved. Periodic financial reports will be submitted by SAHQ ACADEMY to the NMPED using the NMPED-approved format, and reporting will be done on a monthly or quarterly basis based upon the discretion of the NMPED. Reports will be submitted to the NMPED by the last working day of the end of the month

following the end of the required reporting period, unless extended to a later date by the NMPED Secretary of Education as per the requirements of the NMPED.

Budget Adjustments

SAHQ ACADEMY acknowledges its responsibility to develop and maintain policies and procedures that ensure the financial stability of the school and create oversight within the school. SAHQ ACADEMY intends to ensure that its budget and financial accounting are maintained in accordance with the Public School Code, Chapter 22, NMSA, 1978 Compilation, with Generally Accepted Accounting Principles (GAAP), with federal and state laws and regulations, and that are in accordance with all rules and regulations of the NMAC and the NMSA 1978.

Pursuant to Section 22-8-41(C) NMSA 1978, operational cash balance carried forward from the previous fiscal year will not be used for salaries and payroll benefits. If there is a need to adjust the approved budget due to an increase in revenue, decrease in revenue, or budget transfers; SAHQ ACADEMY will perform a Budget Adjustment Request (BAR).

If SAHQ ACADEMY experiences a budget increase or decrease, the school will ensure that the request for approval of the budget adjustment be done at a public meeting in compliance with the Open Meetings Act, NMSA 1978 Section 10-15-1 et seq., the New Mexico Public School Code, and local Board policy. If the Governing Council approves the budget adjustment, it will be entered into the state's Operating Budget Management System (OBMS) and approved electronically by the Principal/Executive Director. Once approved by the NMPED, it will be entered into the school's accounting system. Budget adjustments will not be incorporated into the school's accounting system until approval is received by the NMPED.

Any budget transfers that involve a transfer of funds between expenditure codes within the same function (intra-budget transfers) will only require SAHQ ACADEMY' Governing Council approval. Budget transfers between functions (inter-budget transfers) will need the approval of the Governing Council and the NMPED prior to expending. SAHQ ACADEMY will maintain a log of all budget adjustment requests to account for status, numerical sequence, and timely approval at each level. The log will be retained for audit purposes.

Financial Reporting

SAHQ ACADEMY will prepare monthly financial reports comparing actual revenue and expenditures to budgeted amounts. Monthly financial reports reflecting the financial and budget position of SAHQ ACADEMY shall be provided to the Finance Committee. The Finance Committee is responsible for reviewing and reporting to the Governing Council during their monthly meeting. The Finance Committee will review the following each month:

- journal entry reports;
- financial statement review;
- bank reconciliations;
- outstanding purchase orders;
- budget adjustment requests;
- other financial matters directed to the Finance Committee; and
- Audit Committee reports if applicable.

Financial reports required by NMPED shall be submitted no later than the last day of the month following the end of the reporting period, unless extended to a later date by the Secretary of Education. The Governing Council shall be notified of any report which has not been submitted on a timely basis and the reason(s) for the late filing. If any financial reports required by the NMPED have not been submitted on a timely basis, the Governing Council will be notified and the reason(s) for the late filing. All reports will be generated by the school's accounting system in the most current required NMPED format. The data reported on state reports will tie to revenue/expenditure and cash ledgers.

Audit Committee

NMSA 1978 Section 22-8-12.3 requires each governing authority of the charter school to establish committees, including an Audit Committee. The Audit Committee is commissioned by and responsible to the Governing Council. The Audit Committee shall:

- evaluate the request for proposal for annual financial audit services;
- recommend the selection of the financial auditor;
- attend the entrance and exit conferences for annual and special audits;
- meet with external financial auditors at least monthly after audit field work begins until the conclusion of the audit;
- be accessible to the external financial auditors as requested to facilitate communication with the Board, the Principal/Head Administrator and the Business Manager;
- track and report progress on the status of the most recent audit findings and advise the Governing Council on policy changes needed to address audit findings;
- provide other advice and assistance as requested by the Governing Council;
- and be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the local school board by the Audit Act [12-6-1 NMSA 1978] and rules of the state auditor.

The Audit Committee shall be assisted by the Principal/Head Administrator and the Business Manager. Members of the Audit Committee shall be the Treasurer of the Board, who shall serve as chair, one other member of the Board, one volunteer member who is a parent of a student attending the school, and one volunteer member who has experience in accounting or financial matters. The Principal/Head Administrator and the Business Manager shall serve as ex-officio members of the committee.

INTERNAL CONTROLS

Pursuant to 6.20.2.11 NMAC, SAHQ ACADEMY will establish and maintain an internal control structure to provide management with reasonable assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of general purpose financial statements in accordance with GAAP, and that state and federal programs are managed in compliance with applicable laws and regulations. SAHQ ACADEMY shall develop, establish, and maintain a structure of internal accounting controls and written procedures to provide for segregation of duties, a system of authorization and recording procedures, and sound accounting practices in performance of duties and functions. The duties to be segregated are the authorization to execute a transaction, recording the transaction, and custody of assets involved in the transaction.

Procedures for Internal Control

1. The Principal/Head Administrator is responsible for all tangible and intangible personal property of the school.
2. Access to assets will be limited by assigning primary custodial staff in each departmental location within the school. The control agent for each department is responsible for monitoring the access to the building, classrooms, property, cash, and equipment.
3. Backups of the school's finance documents will be done on a daily basis. Documents such as employee earning records, expenditure ledger, revenue ledger, cash control ledger, check register, bank statements, cancelled checks, purchase documents, blank checks, files, diskettes, and USB drives will be stored in a locked, fireproof file cabinet.
4. Regularly scheduled virus checks on the school's server and hard-drives will be performed.

Property Management

All property owned by SAHQ ACADEMY is subject to the requirements of 2.20.1 et seq. NMAC. Guidelines for the property management at SAHQ ACADEMY include, but are not limited to, the following:

1. SAHQ ACADEMY will adhere to the financial reporting requirements for capital and infrastructure assets.
2. SAHQ ACADEMY will keep a list of all equipment or property it has leased.
3. All property will be safeguarded and protected as to avoid or minimize loss potential.
4. All property will be used economically and for the purpose intended.
5. All property will be inspected upon arrival and again periodically to ensure it is in good working order.
6. All SAHQ ACADEMY staff will be required to report any property that is not in good working order in a timely manner.
7. All property will be properly and accurately recorded in a fixed asset ledger which shall be maintained by the Operations Manager. A labeling system will be established by the school so that all property can be tagged as appropriate.
8. All property will be inventoried on a periodic basis to verify the accuracy of records.
9. Any re-location of property shall be noted and kept with the property records.

10. SAHQ ACADEMY, as a public school, is subject to the same state and federal laws regarding the disposal of equipment purchased with either state or federal funds.

Segregation of Duties

SAHQ ACADEMY shall ensure that the assignment of staff who have access to the school's financial management system be done so to limit their ability to cause or conceal errors and/or irregularities. SAHQ ACADEMY will take care to not assign all functions to one person. SAHQ ACADEMY will ensure that additional administrative review and oversight procedures will increase security.

Our control procedures are those policies and procedures in addition to the control environment and accounting system that management has established to provide reasonable assurance that specific objectives will be achieved. We have devised, established, and continuously strive to maintain a structure of internal accounting controls to provide that the following are in place:

- Segregation of responsibilities to ensure that the following duties are segregated: authorization to execute a transaction, recording the transaction, and custody of assets involved in the transaction.
- A system of authorization and recording procedures to ensure that all transactions are properly approved and recorded.
- Sound accounting practices are in place in the performance of duties and functions. This includes varied error-checking routines that are performed in connection with record keeping and comparing recorded amounts with existing assets and liabilities. Appropriate action shall be taken with respect to any differences.
- Employees handling significant amounts of cash must be adequately bonded. Access to assets is permitted only in accordance with proper authorization.
- Receipts, checks or warrants, purchase requisitions, purchase orders, and vouchers shall be sequentially pre-numbered.
- Proper safeguards are in place to protect unused checks, other pre-numbered forms, cash that has not been deposited, and other receipts.
- All transactions are recorded as necessary to permit preparation of the financial statements in conformity with Generally Accepted Accounting Principles (GAAP).
- Independent checks on performance and proper valuation of recorded amounts is being performed including clerical checks, reconciliations, comparison of assets with recorded accountability, computer-programmed controls, management review of reports that summarize the detail of account balances, and user review of computer generated reports.

Check signing authority will be vested in one person, the Principal/Head Administrator with the exception of purchases of \$5,000 or above, which will require two signatures, that of the Principal/Head Administrator and an officer of the Board. Two or more signatures in these cases will be required to guard against misuse or fraud. The segregation of duties and the authorization and recording procedures as described below states which person will perform particular functions as it relates to the school's finances.

FINANCIAL ORGANIZATIONAL STRUCTURE

Pursuant to 6.20.2.12 NMAC, SAHQ ACADEMY has established the following organizational structure in which the delegation of responsibility for employee actions is combined with sufficient authority to perform the assigned activities.

Business Manager

SAHQ ACADEMY will employ an experienced licensed Business Manager whose work is guided by applicable state and federal laws and regulations as well as by established internal controls. The Business Manager is responsible for the financial functions of the school including maintaining the integrity of all financial reporting, budgeting and forecasting, planning, personnel record keeping, and insurance administration. The SAHQ ACADEMY Business Manager will be duly licensed pursuant to 6.63.12 NMAC.

Finance Committee

The Finance Committee is a committee of the Governing Council that meets monthly, at a minimum. This committee meets with the Business Manager and Principal/Head Administrator oversees development of the budget and strategic financial plans, and monitors the financial operations of the school. The members of the Finance Committee will review bank reconciliations and other financial reports with the Business Manager and the Principal/Executive Director.

Monthly Financial Reports

The Business Manager will prepare monthly financial reports as well as NMPED required reports for presentation to the Finance Committee, which will then co-present the information to the Governing Council at its monthly meeting.

Audit

Pursuant to Section 12-6-3, NMSA 1978, SAHQ ACADEMY will participate in the annual audit as scheduled by the NMPED. The NMPED auditor will have access to all SAHQ ACADEMY accounting documents, and the SAHQ ACADEMY business office will fully cooperate with the auditor(s). SAHQ ACADEMY' administration will resolve audit findings and report this information to NMPED in a timely fashion. SAHQ ACADEMY recognizes that it is responsible for paying its proportionate share of the audit costs as the budget reflects. For all funds, the audit balances will be compared to cash reconciliations and general ledgers. If changes are required on the cash reconciliations or general ledgers, the auditor will be requested to provide the adjusting journal entries so they can be posted by the Business Manager. A copy of the corrected cash reconciliations will be sent to NMPED.

A chart of accounts, budget submissions, and reporting deadlines will be met in accordance with the NMPED requirements by establishing a system of reports as guided and developed by NMPED through the use of a financial management system such as AptaFund. In accordance with Governmental Accounting Standards Board (GASB) Statement No. 14, "The Financial Reporting Entity," SAHQ ACADEMY will comply with all standards for financial reporting. All reporting to NMPED will comply with the Charter Schools Act regarding site-based accountability. Annual audit procedures will be in place to comply with all federal, state, and

NMPED requirements. SAHQ ACADEMY' internal audits will include an independent review, evaluation, and report of:

- financial conditions;
- accuracy of financial record keeping;
- accuracy of property record keeping;
- compliance with all applicable laws, rules, and guidelines;
- effective and efficient operations; and
- recommendations for improving operations.

Employee Accountability

The SAHQ ACADEMY Governing Council is responsible for setting all school policies, including fiscal, as well as hiring and evaluating the Principal/Head Administrator and oversight of the school's operations. Implementation of the policies established, and execution of the day to day operations of the school is the responsibility of the Principal/Executive Director. The assignment of duties to staff members who have access to the school's accounting system will be done with the intent of limiting their ability to cause and conceal errors or irregularities. Incompatible functions will not be assigned to one staff member.

Insurance

Pursuant to 6.20.2.20 NMAC, SAHQ ACADEMY shall maintain adequate insurance coverage addressed in the Tort Claims Act, Section 41-4-1 et seq., NMSA 1978; the Workers' Compensation Act, Section 52-1-1 et seq., NMSA 1978; Insurance of Public Buildings, Section 13-5-1 et seq., NMSA 1978; Officers and Surety Bonds, Section 22-5-7, NMSA 1978; and the Public School Insurance Authority Act, Sections 22-2-6.1 through 22-2-6.10, NMSA 1978.

General Ledger

SAHQ ACADEMY will establish and maintain a general ledger in accordance with GAAP. The general ledger will be comprised of individual funds and account groups using the NMPED Uniform Chart of Accounts and shall be reconciled every fiscal year with department records.

Fund and Account Groups

SAHQ ACADEMY shall use funds and account groups to report their financial position and operating results. Funds are classified into three broad categories: a) governmental funds, b) proprietary funds, and c) fiduciary funds. There are two account groups: a) general fixed assets and b) general long-term debt.

Chart of Accounts

SAHQ ACADEMY shall prepare, maintain, and report budget and financial information utilizing the Standard and Uniform Chart of Accounts that is recognized, used, and available through the NMPED.

Basis of Accounting

In accordance with GASB 34, SAHQ ACADEMY shall use a full accrual basis of accounting in preparation of annual financial statements and cash basis of accounting for budgeting and reporting. SAHQ ACADEMY will use an accounting system that is used widely in New Mexico and is compatible with state required reporting and formats such as APTAFund.

Financial Statements

Financial statements are the responsibility of the school. SAHQ ACADEMY shall maintain adequate accounting records, prepare financial statements in accordance with GAAP, specifically GASB 34, and provide complete, accurate, and timely information to the independent public accountant (IPA) as requested. If there are differences between the financial statements, SAHQ ACADEMY' records, and NMPED records, the IPA will provide the adjusting entries to SAHQ ACADEMY as to reconcile the report in the school's records. SAHQ ACADEMY will disclose in the notes to the financial statement if the IPA prepared the financial statements. All efforts will be made by SAHQ ACADEMY to assist the IPA with financial statement preparation.

Financial and Compliance Audit

SAHQ ACADEMY shall have a yearly audit performed on its financial records as required by Section 12-6-3, NMSA 1978.

Financial Records

The Principal/Head Administrator and the Business Manager for SAHQ ACADEMY shall be responsible for ensuring that all financial records and supplies are safeguarded from potential theft and destruction. All financial records at SAHQ ACADEMY shall be kept up-to-date and available for inspection at any time after reasonable notice. Financial records will be retained as required by the Records Center, Records Retention and Disposal Schedule for New Mexico Public Schools, and 1.20.2 et seq. NMAC. Pursuant to 1.13.20.1 NMAC, the SAHQ ACADEMY Principal/Head Administrator and Business Manager shall be aware of the requirements for Disaster Recovery Backup Files with respect to the safeguarding of all student and financial records.

Financial Reports

Financial reports reflecting the financial and budget position of SAHQ ACADEMY shall be provided to the Governing Council on a monthly basis. Financial reports required by NMPED shall be submitted no later than the last day of the month following the end of the reporting period. The Governing Council shall be notified of any report which has not been submitted on a timely basis and the reason(s) for the late filing.

CASH CONTROL STANDARDS

SAHQ ACADEMY will establish and maintain a cash management program to safeguard cash and shall provide prompt and accurate reporting that adheres to cash management requirements of the Office of Management and Budget (OMB) Circular A-102, and applicable state and federal laws and regulations.

Cash Controls Policies and Procedures

1. SAHQ ACADEMY shall issue a factory pre-numbered receipt for all money received. Pre-numbered receipts are to be controlled and secured. If a receipt is voided, all copies shall be marked "VOID" and retained in the receipt book.
2. The bank deposit slip shall have the numbers from applicable receipts entered on it or attached as a reference.
3. A cash receipts journal is prepared during each fiscal year beginning July 1st and ending June 30th, and is presented to the NMPED auditor during the annual audit.
4. The school shall verify that there is sufficient cash and budget prior to the disbursement of cash. A revenue ledger is required for each revenue code as approved in the finalized budget, and additional revenue ledgers may be added as necessary.
5. SAHQ ACADEMY has established a cash control ledger for each fund/sub-fund. Interfund transfers of cash among separate and distinct funds are not receipts or expenditures. Transfers of previously receipted cash require Governing Council and NMPED approval prior to the transfer.
 - a. Temporary transfers of cash are posted as "due from" and "due to" to indicate inter-fund receivables and payables.
 - b. Posting errors are not erased, crossed out, or modified in any other manner in the ledger. A separate journal entry is required to incorporate necessary corrections. Cross-referencing of a correcting entry to the original error should be inserted under the "description" column of the ledger.
6. Clearing accounts or pooled accounts may be used to combine more than one fund in one bank account. Clearing accounts shall reconcile to a zero balance at the end of each month. Bank reconciliations for clearing accounts shall be completed on a monthly basis. All differences between bank and book will be posted in the month reconciled.
7. Vouchers shall be numbered in such a manner as to provide a cross-reference between the voucher, the check, and the check register. All blank checks shall be properly safeguarded and an inventory of unused checks shall be taken periodically.
8. Completed vouchers and supporting documentation is to be placed in alphabetized paid vendor files and filed for future reference and annual audit.
 - a. Each warrant or check issued shall have printed on its face the words, "void after one year from date". Whenever any warrant or check remains unpaid for one year, the Business Manager shall cancel it in accordance with Section 6-10-57(A), NMSA1978.
 - b. The Business Manager shall keep a register of all canceled warrants/checks. The register shall show the number, date and amount, name of payee, fund out of which it was payable, and date of cancellation. The face amount shall revert and be credited to the fund against which the warrant/check was drawn.

9. The school maintains a cash control ledger for each fund/sub-fund where all transactions affecting cash are recorded. Cash balances reported to the NMPED shall be the same as reflected in the school's cash control ledger and annual audit.
10. All bank accounts shall be reconciled on a monthly basis. Reconciled bank statements are to be prepared by the Business Manager and reviewed by the Finance Committee. The bank statement, deposit slips, and canceled checks shall be made available to the NMPED auditor during the annual audit.

Receipt of Funds

1. All receipt books are located in the Operations Manager's office for security purposes and will only be issued to the Administrative Assistant or staff member designated by the Principal/Executive Director.
2. Receipts will be preprinted, pre-numbered, and kept in sequential order. The Administrative Assistant, or another designated employee, shall receive cash and prepare a receipt in triplicate for money received from all sources. The original receipt is to be retained in the receipt book, the second copy is to be given to the person(s) making the payment, and the third copy will be given to the Business Manager along with the respective cash/checks for proper recording in the school's accounting system. If a receipt is voided, all copies of the receipt shall be stamped "VOID" and retained in the receipt book.
3. The Business Manager will record all cash receipts into Aptafund accounting package.
4. SAHQ ACADEMY shall safeguard and account for all cash and checks received, and shall deposit funds in the appropriate account at a federally insured bank within twenty-four (24) hours of receipt or one (1) banking day as required by state law NMAC 6.2.2.14.3.
5. The Administrative Assistant shall prepare the bank deposit by providing receipts for all cash and checks that need to be deposited and providing this to the Operations Manager.
6. The Bookkeeper will then prepare the deposit slip and make all deposits, with the School Secretary as the back-up in their absence.
7. The Bookkeeper will provide a copy of the deposit slip to the Administrative Assistant who will cross check that the receipts match the deposit.
8. The Business Manager will verify all deposits are made within twenty-four (24) hours.
9. The Business Manager will post the revenue to the appropriate fund and revenue code.
10. For purposes of segregation of duties, the actual bank deposit shall not be made by the individual who is responsible for preparing the deposit. Deposits will be made by the Bookkeeper and as a backup by the School Secretary. After the deposit is made, the deposit receipt shall be given to the Business Manager who shall staple it to the copy of the deposit ticket and retain the record of deposit provided by the bank.

Special Revenue Funds

All proposals prepared by the school staff for special funding require administrative approval from the Principal/Executive Director. Upon receipt of an award notice, a budget adjustment request is processed and submitted to the Business Manager for review and processing. New award budgets are presented to the Governing Council and then forwarded to the NMPED for approval.

Final approved budgets are returned to the Business Manager and are entered into the financial management system. The Business Manager monitors special revenue budgets. The Program Coordinator acts as the control agent and is responsible for monitoring compliance issues in his/her area.

Receipt of Goods

All goods purchased by the school are delivered directly to the school. It is the responsibility of the School Secretary or Receptionist to sign for delivery and be responsible for opening the packages. The Receptionist is not only responsible for opening the box(es) but also for obtaining the packing slip(s) and reviewing them for accuracy. The packing slip will be reviewed for accuracy, stamped and dated as received, signed by the Secretary, and given to the Bookkeeper. The Bookkeeper will check the packing slip against the original PO. In instances where there is no packing slip, a Substitute Packing Slip form is to be filled out by the Secretary. If everything is correct and the contents of the entire purchase were received and documented on the packing slip, the packing slip will be stapled to the back of the original PO. This packet is then filed in the Purchasing Binder under the "Waiting for Invoice" tab in alphabetical order by vendor name. If only part of the purchase was received, the packing slip for the received items is stapled to the back of the original PO and the packet is filed under the "Incomplete Orders" tab until the remaining items are received.

If anything is incorrect with the order, the Bookkeeper will immediately contact the vendor for a return/credit to the account. When discrepancies occur, they are investigated and resolved by the Bookkeeper within fourteen (14) days from receipt of the goods.

Accounts Receivable

The Business Manager is responsible for billing and monitoring the collection of all amounts due from outside agencies. The Business Manager is responsible for tracking and verifying cash balances for all federal, state, and other grants and contracts awarded to SAHQ ACADEMY. The Business Manager prepares the required cash requests, reimbursement reports, and invoices necessary for collection of amounts due to various programs.

Procedures for Cash Disbursement

Pursuant to NMAC 6.20.2.14, SAHQ ACADEMY shall establish a cash management program to safeguard all cash in its custody and control. Payment for the purchase of supplies, equipment, services, utilities, fixed charges, contract reimbursements, and other expenditures of the school shall be made by check. Before a check can be issued, the following is required:

1. If a contract is in place, the contract must be signed and approved prior to any disbursement of checks. All contracts must follow state procurement procedures.
2. All tax-information as required by state law must be on file, including but not limited to, a W-9 prior to disbursement of funds.
3. All mail is received by the Secretary/Receptionist. The Secretary/Receptionist opens and date stamps all mail with the exception of bank statements. Bank statements are not opened by the Secretary/Receptionist, but instead the envelope is stamped and the unopened statement is given to the Principal/Head Administrator. The Receptionist will give stamped invoices to the Bookkeeper who will create a packet consisting of the original requisition, the purchase order, the packing slip, and the invoice.

4. The Bookkeeper will match all invoices to the original purchase order, signed packing slip, and purchase requisition prior to disbursement of funds. The Bookkeeper will then present the entire packet to the Business Manager for payment processing and filing of the original paperwork. The Business Manager will input the invoices into APTAFund AP module. If changes are required, a change order is generated.
5. The business office will ensure that all invoices are paid in order to take advantage of all applicable discounts, and avoid any hardships to vendors.
6. All paid invoices are to be filed by batch and placed into a fire proof file cabinet for future reference and for the annual audit. The invoices are retained and stored in the business office in a fire proof cabinet.
7. The charter school shall administratively control and restrict accessibility to check stock. Only properly designated employees shall handle impressed funds and disbursement of funds.
8. The charter school shall utilize a computerized accounting program to print checks. The charter school's blank check stock shall be pre-numbered and adequately safeguarded by storage in a locked fire-proof safe or file cabinet.
9. All disbursements including payroll, except those from petty cash (see below), will be made by check.
10. All checks, disbursement vouchers, and check requests shall be reviewed and approved for payment by the Business Manager, prior to disbursement of funds.
11. All checks will be made payable to specified vendors or payees and shall not be made payable to cash.
12. Voided checks shall be stamped VOID and properly defaced by removing the area of the signature line and retained in a file for inspection by management as well as external auditors.
13. Support for payment shall be attached to a check when presented for signature. In addition, all original check requests and invoices attached for support shall be defaced by a stamp indicating "PAID," the check or warrant number, and the date paid.
14. The signing of blank checks is strictly forbidden.
15. For segregation of duty, only the Principal/Head Administrator shall be authorized to sign checks under \$5,000. Two signatures will be required on all checks \$5,000 and over. The second signatory can be any officer of the Governing Council.
16. Any check issued to the Principal/Head Administrator must be signed by a member of the Governing Council.

Reimbursement

SAHQ ACADEMY requires that all purchases, other than recurring costs, be requested through the purchase order process. Any needed supplies for instruction should be ordered via the School's purchasing order process. Reimbursement for purchases will only be made on an exceptional basis, if prior approval has been obtained from the Principal/Head Administrator a Request for Reimbursement Form has been completed, and a purchase order has been created. All requested reimbursement must be itemized on a Request for Reimbursement Form; only if the request is approved in writing by the Principal/Head Administrator may the purchase be made. To receive reimbursement, all original receipts must be attached to the Request for Reimbursement Form and the Request for Reimbursement Form must be signed by the employee and approved by the Principal/Head Administrator prior to the purchase being made. A Request

for Reimbursement Form may be obtained from the staff lounge. A reimbursement check issued to the Principal/Head Administrator must be signed by a member of the Governing Council.

Voucher System

1. The voucher system will be administered by the business office.
2. Documentation will be attached to the voucher, including the PO, invoice, shipping receipt, bids, or quotes.
3. Accounting codes from the Uniform Chart of Accounts are used for posting purposes (fund/sub-fund, function, object codes, program, location, job classification etc.).
4. Paid vouchers will be certified pursuant to Section 6-5-8 NMSA.
5. Vouchers will be filed numerically by month paid.
6. Check register will be maintained, listing outstanding checks, and it will tie to cash report/total outstanding to date.

Bank Reconciliation

Pursuant to NMAC 6.20.2.14 (K), SAHQ ACADEMY will establish a cash management program to safeguard all cash in its custody and control, which will include monthly reconciliation of all bank accounts. The bank reconciliation identifies the item(s) that must be recognized in order to arrive at the actual cash balance.

1. The charter school shall have all bank statements received on a monthly basis.
2. The unopened bank statement will be received and opened by the Principal/Executive Director. The Secretary/Receptionist will stamp the outside of the banking envelope, but will not open the bank statement.
3. Upon review by the Principal/Head Administrator all bank statements shall be forwarded to the Business Manager, who will be responsible for the reconciliation of all existing bank accounts. This will be done on a monthly basis.
4. The Business Manager shall review the activity contained on the bank statement and verify that there are no errors or omissions when compared to amounts shown in the respective general ledger cash account.
5. Adjustments to the school's cash accounts, for items such as bank charges, must be made via a journal entry in the school general ledger and must clearly identify the reason(s) for the adjustment(s) in the description.
6. The bank reconciliation may be prepared on a spreadsheet included as an attachment to the bank statement and copy of the general ledger for review. The reconciliation for any given account shall include checks and deposits outstanding when arriving at an adjusted balance per bank when compared to the general ledger.
7. Deposits in transit and outstanding checks should generally clear the bank within the first few days of the following month. Any check which is more than twelve (12) months old shall be voided and the vendor who the check was issued to shall be informed.
8. The bank reconciliation must be completed as expediently as possible after the receipt of the bank statement to ensure that the cash account balance as shown in the school's general ledger is as accurate as possible.
9. Upon completion of the bank reconciliation for a given month, the Business Manager shall inform the Finance Committee, who shall be responsible for reviewing the reconciliations with the Principal/Head Administrator and the Business Manager.

10. Copies of all bank reconciliations must be kept by the Business Manager for the period prescribed by law for the retention of public school records as well as for review by external auditors or other interested parties.

Policy and Procedures for Petty Cash Disbursement

Petty cash funds shall be utilized only in rare instances to facilitate small payments. Petty cash funds are established by drawing a check made payable to the employee charged with responsibility for the fund. The petty cash fund shall contain cash and/or invoices totaling the full amount of the petty cash fund and is to remain at the amount originally established.

1. Petty cash funds are to be reflected on the school's balance sheet as cash on hand.
2. Petty cash and change funds shall not be used to make loans to employees or for cashing checks.
3. Petty cash may not contain more than \$100.
4. Change funds shall be established pursuant to school procedure.

SAHQ ACADEMY will obtain sufficient coverage through the New Mexico Public School Insurance Authority for persons who handle or manage cash or funds. The coverage shall include Faithful Performance, Depositors Forgery, and Money and Securities and Credit Card Forgery.

Employees may be reimbursed through petty cash funds for small, incidental, necessary items that an individual purchases with personal funds because time constraints preclude using normal procurement methods. Examples of this include, but are not limited to, office and operating supplies, postage, etc.

1. The school shall keep the petty cash fund separate from other funds. The total amount of petty cash kept on hand by the school shall not exceed \$100.00.
2. The petty cash fund shall be stored in a locked fire-proof safe or file cabinet in the main office.
3. The fund will be reconciled at the close of each business day and the appropriate reimbursement ordered by the Business Manager from the operating fund whenever necessary. The employee who reconciles the fund will not be the same employee responsible for the disbursement of petty cash.
4. The petty cash fund is subject to random cash counts by management as well as audit by external auditors.

The petty cash receipt is to be completed in the following manner:

1. The petty cash receipt is to be completed in duplicate.
2. The receipt shall include the name of the employee who is receiving reimbursement and the date the reimbursement is made.
3. The exact description for the transaction.
4. The total amount of reimbursement.
5. The completed receipt must be validated by the person authorized to obligate funds for the amount of reimbursement.
6. An original receipt shall be retained with the original petty cash voucher, and the duplicate copy shall be retained in the receipt book.

INVESTMENTS

Pursuant to 6.20.2.15 NMAC, SAHQ ACADEMY will utilize effective cash and investment management to establish and maintain mutually beneficial banking relationships, accurate forecasting of cash requirements, and prudent investments designed to maximize returns within the full extent allowed by statute.

Investment Policies and Procedures

SAHQ ACADEMY shall account for public money placed in any interest bearing account in accordance with 22-8-40 (C) through (G) NMSA 1978; Section 6.10-17 and 6.10.31 NMSA, and any other federal and state laws which apply to the investment of public school funds.

Banking

1. Pursuant to 22-8-37 and 22-8-40 NMSA 1978, the charter school shall adhere to all regulations concerning the deposit of public school funds for all funds in its custody and control.
2. Pursuant to 6-10-16 through 6-10-17, NMSA 1978, and 6.20.2.15 NMAC, SAHQ ACADEMY will notify the financial institution, which is the custodian of the school funds, that the school receives state money and is subject to a 50% collateralization requirement for amounts above \$100,000.
3. SAHQ ACADEMY shall deposit all cash receipts within twenty-four (24) hours as required by 6.20.2.14 C NMAC.

PURCHASING

Pursuant to 6.20.2.17 NMAC, SAHQ ACADEMY has established and implemented written policies and procedures for purchasing which are in compliance with the New Mexico Procurement Code, Section 13-1-28 et seq., NMSA 1978. Purchasing policies and procedures for grant funding comply with requirements established within the grant and the Procurement Code.

Purchasing Policies and Procedures

All SAHQ ACADEMY employees will follow established policies in purchasing supplies or materials for day to day operations of the school, equipment, and furniture. (Note: Purchases made with school activity fund monies shall be governed by a school activity funds policy). SAHQ ACADEMY will make diligent efforts, when purchasing goods or services, to obtain the best prices possible without sacrificing necessary quality or service, in accordance with the requirements of the Procurement Code. Purchases will be made in a fair and impartial manner without the appearance of impropriety. The provisions of the New Mexico Procurement Code, as applicable to charter schools, are adopted as the purchasing policy of SAHQ ACADEMY. All procurement shall be achieved by the competitive sealed bid process or proposal process pursuant to NMSA 1978 Sections 13-1-102 to 12-1-117 of the Procurement Code, except as exempted from the provisions of the Procurement Code, and except for procurement achieved pursuant to the sections of the Procurement Code relating to:

- small purchases;
- sole source procurement;
- emergency procurement;
- existing contracts;
- purchases from Antipoverty Program Businesses;
- cooperative procurements; and
- procurement under existing contracts.

Requirements for Purchasing

1. The procurement officer for the school will be the Operations Manager.
2. All purchase requisitions by all staff members are submitted to the Principal/Head Administrator for approval.
3. Purchase requisitions made by the Principal/Head Administrator require only a requestor signature from the Principal/Executive Director.
4. After approval by the Principal/Head Administrator the purchase requisition is recorded by the Bookkeeper as an encumbrance on the financial management system.
5. The Business Manager will issue a pre-numbered purchase order and then the Bookkeeper will place the order.
6. Upon arrival, the receipt of goods is verified against the purchase order by the Receptionist.
7. The Bookkeeper will keep a copy of the purchase order until the order is complete and ready for payment at which time the purchase order and supporting documentation (requisition, packing slip, and invoice) will be submitted to the Business Manager for payment to the vendor.
8. Under no circumstances will any employee commit SAHQ ACADEMY to any purchase without the prior approval of the Principal/Executive Director.

9. Goods and services under \$3,000 may be obtained from the best obtainable source, considering cost, service, delivery, and prior use of similar goods. Quotes are not required, but are strongly recommended to ensure the best obtainable price is achieved.
10. Purchases between \$3,000 - \$20,000 require that three quotes be obtained for goods and services. Written quotes are strongly encouraged.
11. Purchases between \$20,001- \$60,000 require that three written quotes shall be obtained for goods and services. For these purchases, quotes must be in writing from the proposed vendor.
12. Professional service contracts under \$60,000 will only require the approval of the Principal/Executive Director.
13. Professional service contracts that exceed \$60,000 will be required to follow the procurement process.
14. Sole source procurement will be based on a written determination that only one source is practically available for a particular good or service. Sole source procurement may be made without formal sealed bidding or competitive negotiation. Any purchase(s) deemed a sole source is/are subject to 13-1-126 and 13-1-128 NMSA 1978.
15. Emergency procurement will occur only when it fulfills the requirements identified in 13-1-127 (B) 1-3, NMSA 1978. Emergency procurement may be made without formal sealed bidding or competitive negotiation with a written justification for the emergency, identification of the goods and/or services being procured, and the name and date of the contractor/entity selected.
16. Purchases made from vendors on a valid state contract through the State of New Mexico Purchasing Agency shall be deemed to have been made in conformance with the requirements for quotes or bids.
17. Cooperative purchasing agreements may be entered into, at the discretion of SAHQ ACADEMY, pursuant to 13-1-135, NMSA 1978.
18. Subject to #11 and #12, above, all contracts with the school require approval by the Principal/Executive Director. No warrant, check, or other negotiable instrument shall be issued in payment for any purchase of services or construction of items of tangible personal property unless all services and construction of tangible personal property have been received according to agreed upon terms.
19. All employees will abide by the Procurement Code. The Procurement Code can be found in the School's business office.
20. The Principal/Head Administrator and Business Manager of SAHQ ACADEMY shall develop and implement any administrative procedures necessary to administer this policy.

Bidding/RFP Procedures

1. All bids for supplies, materials, equipment, and contractual services in excess of the amounts listed above shall be submitted in sealed envelopes addressed to SAHQ ACADEMY' Business Manager or his/her designee, and plainly marked with the name of the bid. Advertised bids shall be opened at the time and place specified, and all bidders and other persons shall be invited to attend. The School shall follow the applicable provisions of the Procurement Code in the bidding/RFP process.
2. Bids and proposals must include all pertinent information to be considered valid, i.e. scope of work, price, specifications, etc.

3. The SAHQ ACADEMY Governing Council reserves the right to reject any or all bids and accept the bid which appears to be in the best interest of SAHQ ACADEMY. The Governing Council reserves the right to waive any informality in, or reject any or all bids, or any part of any bid. The Board reserves the right to exercise all options set forth in the invitation documents. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered.
4. The bidder to whom the bid is awarded will be required to enter into a written contract with SAHQ ACADEMY.

Contracts

All bids, proposals, contracts, and purchase orders shall be administered through the school's business office by the Business Manager, as the school's purchasing officer, or the Principal/Executive Director. Contracts and lease-purchase agreements should be submitted to SAHQ ACADEMY' legal counsel for review and approval prior to execution.

PAYROLL

Pursuant to 6.20.2.18 NMAC, SAHQ ACADEMY' written payroll policies and procedures are found below and comply with state and federal regulations on payroll. Their purpose is to maintain strict internal controls, close supervision, and financial accounting in accordance with GAAP. SAHQ ACADEMY will maintain and have available for inspection the following employee record documentation: employment contracts (including increments), personnel/payroll action forms, certification records, employment eligibility verification (federal form I-9 for citizenship certification), federal and state withholding allowance certificates, pay deduction authorizations, pay or position change notices, Educational Retirement Act plan application, and direct deposit authorizations.

Payroll Policies and Procedures

1. The Principal/Head Administrator is responsible for hiring and firing school employees, authorizing salaries including employment contracts, and maintaining the staffing levels approved in the annual budget.
2. The approved employment contracts are entered into the Employment Management System and the Business Manager prepares the salary worksheets for payroll.
3. The Bookkeeper is responsible for tracking and reporting absences. Leave request forms should be submitted at least four (4) days prior to payroll being processed. These reports are submitted to the Business Manager and are used to update employee leave balances. Leave taken without sufficient leave balances are docked from the employee's pay during the pay period that the leave was taken.
4. Pursuant to the adopted policy, all employees shall be paid every two (2) weeks unless specified otherwise in their employment contract. In the event that the pay period ends on a holiday or on a day that the school is closed for business, payment will be made the preceding workday.
5. Any overtime that is worked must be approved in advance by the Principal/Executive Director.
6. Based upon the Fair Labor Standards Act (FLSA), employees who are eligible for overtime pay will be compensated in the following manner:
 - a. All hours worked up to forty (40) hours in one workweek are to be paid at the staff member's regular hourly rate. Hours worked in excess of forty (40) hours in any one work week must be paid at time and one-half the regular hourly rate in accordance with law.
 - b. Overtime pay is computed only on hours worked. If an employee uses a vacation and/or sick day(s) and works extra hours during the same workweek, payment will be paid at the regular hourly rate until the actual hours worked reaches forty (40) hours before any overtime will be calculated.
 - c. In the case of a non-exempt staff member whose pay rate is quoted on other than an hourly basis, the charter school business office will calculate hourly equivalent pay for overtime purposes.
 - d. Any deviation from the assigned working hours must be approved in advance by the Principal/Executive Director.
7. The charter school is required by law to deduct FICA (Social Security and Medicare), Federal Income Tax, and State of New Mexico Withholding Tax. Except for FICA which is a fixed percent, the amounts withheld for Federal and State of New Mexico is

based on the number of exemptions a staff member claims on the withholding exemption certificate (W-4) at the time of employment or as changed by the staff member subsequent to employment.

8. The charter school is required by law to withhold amounts for State of New Mexico Educational Retirement Board (ERB) and ERA Retiree Health Care for those employees who meet the FTE or other requirements established by each entity. Amounts withheld are remitted to the respective entities in the employee's name by the due dates specified.
9. The withholding for employee's portion of selected insurance coverage(s) shall be deducted in advance from the employee's pay in semi-monthly installments for the following monthly premium. All insurance and other deductions are submitted to the Business Manager on proper forms and records of these deductions are kept on file by the Business Manager.
10. SAHQ ACADEMY will maintain a sign in log through a time clock for part-time employees. This is the official time record for employee compensation. The time clock will be located in the administrative area.
 - a. Part-time employees must clock in for the start of their work day and clock out at the end of their work day.
 - b. Non-exempt employees will NOT be paid overtime or compensatory time unless time was approved in advance by the Principal/Executive Director.
 - c. Any deviation from assigned working hours must be approved by the Principal/Head Administrator in advance.
 - d. Continual and/or repeat deviations from assigned working hours will be grounds for disciplinary action. These deviations include, but are not limited to, time changes without prior approval and tardiness.
 - e. Any employee that leaves the campus during the workday must sign out in the main office and complete a Request for Leave form, except for when leaving for a duty free lunch. Upon returning to work, the employee must sign in.
 - f. Employees may not clock in for another employee. Falsification of records or documentation is a violation of SAHQ ACADEMY policy and may result in both employees receiving disciplinary action in accordance with SAHQ ACADEMY' Employee Handbook.
11. A copy of the sign in log will be retained by the Bookkeeper for auditing purposes.
12. A summary sheet reflecting salaried and hourly employee pay must be reviewed and verified by the Principal/Head Administrator prior to the issuance of check/vouchers.
13. In addition to required contributions to the Educational Retirement and ERA Retiree Health Care previously mentioned, employees may choose elective deferrals to a qualified 403(b) plan of their choice. The business office shall deduct the amount specified by the employee and remit payment in the employee's name monthly or as required by the plan. The business office shall be aware of IRS contribution limits for elective deferrals and make sure there are no excess contributions to qualified plans.
14. Should a notice of garnishment be received by SAHQ ACADEMY, the employee will be contacted so every effort can be made to have him/her satisfy the creditor and have the garnishment withdrawn. In the event a release of garnishment cannot be obtained, the school shall acknowledge the wage assignment as required by law and remit the amount withheld to the appropriate agency.

15. The charter school shall provide direct deposit for staff members with any valid bank or credit union in the United States.

TRAVEL AND TRAINING

Pursuant to 6.20.2.19 NMAC, SAHQ ACADEMY travel policies and procedures will be in compliance with the Per Diem and Mileage Act, Sections 10-8-1 through 10-8-8, NMSA 1978 and NMPED Finance and Administration (DFA) regulations. SAHQ ACADEMY' Governing Council recognizes that the educational program for Board members, staff, and students can be enhanced through the prudent selection of off-campus experiences. Consistent with NMSA 1978 Section 22-8B-5.1, SAHQ ACADEMY' Governing Council will attend annual Board development and training. The objective for the SAHQ ACADEMY Board, staff, and student travel is to be clearly defined and consistent with the intent of any legislative mandates, the charter, curricular goals, or a teacher's goals (e.g. team building). Travel requiring an overnight stay must be based on a verifiable education-related activity or pursuant to Governing Council and/or staff training mentioned above. It is understood that the general purpose of student travel, whenever necessary, is to supplement the school's educational program. The Principal/Head Administrator will develop procedures and specific guidelines for all local and out of state travel for the Governing Council, staff, and students.

Travel Policies and Procedures

1. SAHQ ACADEMY will work diligently to ensure that all travel costs be kept as low as possible without compromising the safety of the Governing Council, staff, students, or activity sponsors (if required).
2. SAHQ ACADEMY' staff and student travel must be approved in advance by the Principal/Head Administrator after all safety, supervision, and educational justification (if any) has been verified. Approved field trip request forms and employee travel requests must be completed and maintained on file.
3. Travel for the Principal/Head Administrator must be approved in advance by an officer of the Board.
4. Employees and Board members are expected to account for all necessary expenditures while traveling. Reimbursement shall be made in full only for original receipts submitted. No reimbursement shall be made for alcoholic beverages.
5. Employees and Board members shall be expected to return as soon as reasonably possible after a conference and/or professional development workshop(s). Expenses for extended stay in a geographic area after attendance at conferences or other professional development shall be the sole responsibility of the employee and/or Board member.
6. All reimbursements are processed in accordance with the Per Diem and Mileage Act, as outlined in DFA regulations. All receipts for out-of-pocket expenditures for transportation, registration, and miscellaneous expenses are required for any reimbursement. DFA regulations can be found in the Business Manager's office.
7. Student travel will be allowed in school-insured vehicles, such as activity buses. Students may travel with his/her own parent/guardian with an appropriate consent or release form.
8. No student shall be required to participate in academic school-sponsored travel activities. Non-participation shall not result in a loss of credit, reduction of grade, or any other negative consequence to the student.
9. Written permission for students to travel will be secured from parents/guardians. Consent forms may be signed at the beginning of each school year giving permission for students to participate in all regularly scheduled local field trips.

10. Academic and behavior standards shall be established prior to the commencement of any trip. Board members, staff, students, and activity sponsors who travel on behalf of the school are reminded that they are role models and, therefore, their behavior is expected to reflect positively on the school and the community.

INSURANCE

Pursuant to 6.20.2.20 NMAC, SAHQ ACADEMY maintains adequate insurance coverage addressed in the Tort Claims Act, Section 41-4-1 et seq., NMSA 1978, the Workers' Compensation Act, Section 52-1-1 et seq., NMSA 1978; Officers and Surety Bonds, Section 22-5-7, NMSA 1978; and the Public School Insurance Authority Act, Sections 22-2-6.1 through 22-2-6.10, NMSA 1978. Surety bonds paid from the operational sub-fund shall be approved by the NMPED and filed with the Secretary of the NMPED of finance and administration pursuant to Subsection D of Section 22-5-7, NMSA, 1978.

FIXED ASSETS

Establishing guidelines for the control of all capital assets, that are owned by the school will assist SAHQ ACADEMY in protecting capital assets, preserving the life of capital assets, and avoiding unnecessary duplication of assets on the school campus, to provide a guide for future replacement of assets, and to establish a basis for the amount of insurance coverage required.

Asset Capitalization

The purpose of an asset capitalization policy is to provide guidelines for the control of all capital assets that are owned by the school. The purpose of the controls are to protect capital assets, preserve the life of capital assets, to avoid unnecessary duplication of assets on the school campus, to provide a guide for future replacement of assets, and to establish a basis for the amount of insurance coverage required.

Capital Assets Defined

Capital assets, for the purpose of internal controls, are defined as tangible or intangible property owned by the school, which meets the definition and minimum dollar amount for capitalization per asset category.

1. **Furniture and equipment-** Tangible property in excess of \$5,000 purchased or acquired by gift, to be used for operational purposes, including, but not limited to, desks, filing cabinets, copiers, musical instruments, laboratory equipment, and janitorial equipment.
2. **Computer software-** Intangible property in excess of \$5,000 either purchased or acquired by gift that is designed to cause a computer to perform a desired function.
3. **Computer equipment-** Tangible computer equipment in excess of \$5,000, including but not limited to laptops, desktops, routers, hubs, etc., purchased or acquired by gift, to be used for operational or instructional purposes. For capitalization purposes, computers are defined as a CPU, monitor and keyboard, which go together as a package. Printers, which exceed \$5,000, shall be capitalized separately, while printers, which are less than \$5,000, shall be considered supply assets and recorded as such in the school's general ledger.
4. **Library holdings -** All library holdings purchased or acquired by gifts during the fiscal year are capitalized in aggregate at the end of the fiscal year using the cost-based method. The cost-based method approach entails the following:
 1. Acquisition costs reflect actual expenses for purchased library materials.
 2. Donations are capitalized at fair market value.
 3. A value is placed on items withdrawn from the inventory and that value is reflected in capitalization.

Donated Items

Donated items, valued at the threshold contained in this capitalization policy and which are items that the school otherwise would have bought and used in operations, shall be recorded in the school's general ledger account titled "Fixed Assets" (\$5,000 and over) at fair market value at the date of donation. Donated items, which are valued at less than the threshold contained in this capitalization policy, will be recorded in the school's general ledger account titled "Supply Assets" (less than \$5,000) at fair market value at the date of donation. Donated items, which are determined to have no fair market value, will not be recorded.

Depreciation Guidelines

Depreciation is a system of accounting which aims to distribute the cost or gift value of a capital asset, less salvage value, over the estimated useful life of the asset in a systematic and rational manner. All depreciable assets will be depreciated using the **straight-line method** of allocation utilizing the half-year convention. The straight-line method allocates an equal amount of the net cost of an asset to each accounting period in its useful life. Most assets retain some recovery at the end of their useful lives, which is known as salvage value. All depreciable property for the purposes of this policy shall be deemed to have a fair market value at the end of their useful lives.

The useful life of depreciable assets is based on their usefulness to the school. The following table displays the estimated useful lives that will be used to calculate and allocate depreciation:

Property Category	Life in Years
Furniture and Equipment	5
Computer Software	3
Computer Equipment	5
Library Holdings	10
Transportation Equipment	3-5
School Buses	7-10
Land	39
Lease Hold Improvements	20

Disposal of Capital Assets

Capital assets which are obsolete, worn out, or no longer meet the requirements of the school, may be disposed of pursuant to NMSA (1978) 13-6-1 to 13-6-4, Sale Of Public Property, transferred within the school campus to another department or classroom, or traded-in. A Fixed Asset Disposal Form must be completed in all cases for the disposition of any asset, including those, which were damaged by theft, and a Fixed Asset Relocation Form must be completed when assets are transferred from one location to another. The Fixed Assets Disposal Form must be signed by the Business Manager, Principal/Executive, Network Administrator (for computer-related items only), and the Governing Council Chair. Pursuant to NMSA (1978) 13-6-1 and 13-6-2, all licensed software and any electronic media (computer hard drives) must be completely erased before being disposed of. The Fixed Assets Relocation Form must be signed by the Business Manager, Principal/Head Administrator and Network Administrator (for computer-related items only). The school business office will retain the approved forms to preserve the accuracy of the asset records.

General Inventory Procedures

1. An inventory of all assets, including but not limited to capital assets, will be created and a copy of the list will remain at the school. Other pertinent information such as room, department, manufacturer, and model shall also be recorded on the list.
2. A physical inventory shall be done at least annually on such date(s) and time(s) as specified by the Principal//Executive Director and the Business Manager.

3. A label or a tag will be attached to the property in a conspicuous location.
4. SAHQ ACADEMY will reconcile any missing or found items.
5. A sign-out log for borrowed equipment will be maintained.
6. A central record of repairs and transfers will be maintained.
7. SAHQ ACADEMY will follow state laws and regulations regarding the disposal of obsolete, surplus, or damaged equipment.

OTHER SERVICES

Pursuant to 6.20.2.23 NMAC, SAHQ ACADEMY provides the following policies for food service, legal fees, state and federal flow through funds, direct funds, student activity funds, and joint powers agreements.

Food Services

Food service funds are to be accounted for in the special revenue fund or the enterprise fund. All monies collected from the sale of food for the food service operation are to be accounted for in accordance with GAAP, U.S. Department of Agriculture (USDA) requirements, and Section 22-13-13, NMSA 1978.

Legal Fees

SAHQ ACADEMY' funds shall not be used for payment of personal legal fees, including attorney's fees and costs, of any SAHQ ACADEMY employee or SAHQ ACADEMY Governing Council member. Personal legal fees include but are not limited to:

- legal fees expended in obtaining or retaining any elected position;
- legal fees incurred by any employee or Board member in any civil action filed by or against the employee or Board member in his or her personal capacity, unless, in the case of an action against the employee or Board member, the allegations are based upon acts taken by that individual in the course and scope of his or her employment or service;
- legal fees incurred by any employee or Board member in the defense of any criminal case, unless the charges are based upon acts taken in the course and scope of his or her employment or service; and
- any payment of legal fees by SAHQ ACADEMY will serve a clearly identifiable public interest.

Federal/State Grant Flow through Funds

For grant money that flows through the NMPED to SAHQ ACADEMY, the charter school shall utilize the funding for the purpose in which it was awarded. SAHQ ACADEMY will provide information and submit complete and accurate reports required by the grant and the NMPED within the prescribed time. This funding shall be accounted for in the SAHQ ACADEMY ledger in accordance with GAAP, applicable federal regulations, and procedures set forth in the grant award.

Federal/State Grant Direct Funds

For grant money that is sent directly to SAHQ ACADEMY, the charter school shall utilize the funding for the purpose in which it was awarded. SAHQ ACADEMY shall submit complete and accurate reports required by the grant within the prescribed time. This funding shall be accounted for in accordance with GAAP, applicable federal regulations, and procedures set forth in the grant award.

Student Activity Funds

In general, student activity funds are those funds that are owned, operated, and managed by students under the guidance and direction of a staff member for educational, recreational, and/or cultural purposes. The Principal/Head Administrator is authorized to approve the formation of

all class organizations, clubs, and associations and before any fundraising can be done. The advisor from the organization must receive approval from the Principal/Executive Director.

Activity Fund Policies

1. Projects that raise student activity funds should contribute to the educational experience of students and not be in conflict with, but rather add to the existing curriculum.
2. Student activity funds, whenever possible, should be spent for the benefit of those students currently enrolled in the school who have contributed to the accumulation of these funds.
3. Student activities should be conducted so that they offer minimum competition to any commercial concerns, while still benefiting the student body as a whole.
4. All activity fund receipts and disbursements must be documented in accordance with established cash receipts and cash disbursements procedures.

Activity Fund Procedures

1. The teacher or advisor in charge of the student activity will be responsible for receipting funds collected with the support of the Operations Manager.
2. Cash receipts for student activity funds, with pre-numbered receipts, will be issued to the advisor and copies of the receipts along with the funds collected will be submitted to the Bookkeeper for deposit and then the deposit information will be provided to the Business Manager for entry into the school's accounting system.
3. The teacher or advisor in charge of the student activity will adhere to the twenty-four (24) hour banking rule outlined in NMAC 6.22.14.3 by providing funds to the Bookkeeper in a timely manner so that funds can be accounted for and deposited by the Bookkeeper or School Secretary within twenty-four (24) hours of being collected by the advisor.
4. In the case of an off-site activity such as an intramural sports function, the teacher or advisor in charge of the activity will ensure that all cash is accounted for. It is recommended that two people independently verify cash receipts and, after arriving at the same conclusion, place their initials on a count sheet verifying that all receipts have been tallied. The count sheet shall be given to the Bookkeeper for verification.
5. In a situation where activity fund receipts are taken after school hours, the teacher or advisor in charge of the activity shall make sure that all receipts are properly safeguarded pursuant to NMAC 6.2.2.14.1.
6. The teacher or advisor in charge of the activity shall adhere to the school's adopted policy regarding the procedures for the receipt of funds at all times.
7. The procurement policy for student activity funds requires that state procurement code is adhered to. Under no circumstance will an activity commit SAHQ ACADEMY to any purchase without proper approval.

Joint Powers Agreements

Should SAHQ ACADEMY enter into a joint powers agreements, pursuant to the Joint Powers Agreement Act, Sections 11-1-1 through 11-1-7, NMSA 1978, it shall be done so in accordance with the agreement.

OTHER ADMINISTRATIVE STANDARDS

Pursuant to 6.20.2.24 NMAC, SAHQ ACADEMY will adhere to the state and federal laws and regulations pertaining to instructional materials, transportation, records retention and disposition, and the Open Meetings Act.

Instructional Materials

SAHQ ACADEMY shall be funded for textbooks and supplementary instructional materials by the NMPED pursuant to the Instructional Materials Act, Section 22-15-9 NMSA 1978. The charter school shall submit revenue and expenditure reports as required to the NMPED, detailing expenditures, purchase order number, warrant number, and dates. Audited instructional material records are the official accounting of these funds. The instructional materials purchased by the charter school shall be in accordance with the approved list and may be amended by the Instructional Materials Unit of the NMPED.

Transportation

SAHQ ACADEMY will provide limited student transportation for the 2015-2016 school year. Bus stops are currently being established around the city of Albuquerque. Additionally, transportation will be provided to any student where transportation is designated by the student's Individual Educational Plan (IEP). If at any time a special education student enrolls at SAHQ ACADEMY with an IEP that requires transportation, the school will negotiate with transportation contractors to provide transportation services for that student. SAHQ ACADEMY will pay the initial costs for the transportation of special education students as required by their IEP until Federal IDEA money is available.

Records Retention and Disposition

The management of school records will be in accordance with the Public Records Act, Section 14-3-1 et seq., NMSA 1978 and applicable regulations.

Open Meetings Act

SAHQ ACADEMY will comply with the provisions of the Open Meetings Act, Section 10-15-1 et seq.,

Source:

6.20.2.11 NMAC [INTERNAL CONTROL STRUCTURE STANDARDS]:

A. Every school district shall establish and maintain an internal control structure to provide management with reasonable assurance that assets are safe-guarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of general purpose financial statements in accordance with GAAP, and that state and federal programs are managed in compliance with applicable laws and regulations. The internal control structure shall include written administrative controls (rules, procedures and practices, and policies that affect the organization) and accounting controls (activity cycles, financial statement captions, accounting applications including computer systems) that are in accordance with GAAP.

B. Each school district shall develop, establish and maintain a structure of internal accounting controls and written procedures to provide for segregation of duties, a system of authorization and recording procedures, and sound accounting practices in performance of duties and functions. The duties to be segregated are the authorization to execute a transaction, recording the transaction, and custody of assets involved in the transaction.

(1) School district management must ensure that protection of the public trust is a major focus when granting the authorization to execute business of the school district.

(2) Employees handling significant amounts of cash must be adequately bonded. Access to assets is permitted only in accordance with school district authorization.

(3) Receipts, checks or warrants, purchase orders, and vouchers shall be sequentially pre-numbered.

(4) School districts shall have proper safeguards to protect unused checks and other pre-numbered forms, undeposited cash and other receipts, and facsimile signature plates.

(5) Transactions are to be recorded as necessary to permit preparation of financial statements in conformity with GAAP. In addition, school districts shall establish any other criteria applicable to such statements to maintain accountability for assets.

(6) School districts shall conduct independent checks on performance and proper valuation of recorded amounts, such as clerical checks, reconciliations, comparison of assets with recorded accountability, computer-programmed controls, management review of reports that summarize the detail of account balances, and user review of computer generated reports.

C. An internal control structure is required to demonstrate the school district's ability to record, process, summarize and report financial data consistent with the following financial statement assertions:

(1) rights and ownership;

(2) existence and occurrence;

(3) valuation and allocations;

(4) completeness; and,

(5) presentation and disclosure.

D. The internal control structure shall demonstrate that the school district identifies applicable laws and regulations, and that procedures are designed to provide reasonable assurance that the school district complies with those laws and regulations. Internal control procedures shall be established, implemented and documented through school district correspondence, manuals, training, and other additional methods. Appropriate internal control procedures shall be adopted by the local board within a school district to safeguard its assets,

check the accuracy and reliability of its accounting data, promote operational efficiency, and encourage adherence to prescribed managerial policies. The internal control structure shall address all school district transactions.

[02-03-93, 11-01-97, 01-15-99; 6.20.2.11 NMAC - Rn, 6 NMAC 2.2.1.11, 05-31-01]

Albuquerque Public Schools
Compliance with the New Mexico Governmental Conduct Act - Ethics and Conflict of Interest Disclosures

Date: _____ Location #: _____ Location Name: _____

Name: _____ Employee #: _____

Position: _____ Supervisor: _____

ALBUQUERQUE PUBLIC SCHOOL DISTRICT
BOARD OF EDUCATION OF ALBUQUERQUE MUNICIPAL SCHOOL DISTRICT NO. 12
COUNTIES OF BERNALILLO AND SANDOVAL
NEW MEXICO

I, _____ (*name*), as an employee of Albuquerque Public Schools, a political subdivision of the State of New Mexico, and pursuant to the New Mexico Governmental Conduct Act (§10-16-1 et. al) make this conflict of interest disclosure stating the following:

_____ I shall treat my position with Albuquerque Public Schools as a public trust and shall use the powers and resources of my position to advance the public interest and not obtain personal benefits or pursue private interests.

_____ I shall conduct myself in a manner that justifies the confidence placed in me by the people, at all times maintaining the integrity and discharging ethically the high responsibilities of public service.

_____ I shall not request or receive nor offer a legislator, public official or public employee any money, thing of value or promise thereof that is conditioned upon or given in exchange for promised performance of an official act.

_____ I shall not directly or indirectly coerce or attempt to coerce another public officer or employee to pay, lend or contribute anything of value to a party, committee, organization, agency or person for a political purpose. I shall not directly or indirectly coerce or attempt to coerce the political activities of another employee when they are acting as a private citizen.

_____ I shall not use or disclose confidential information acquired by virtue of my position with Albuquerque Public Schools for my or another's private gain.

_____ I shall fully disclose real or potential conflicts of interest and shall make reasonable efforts to avoid undue influence and abuse of my position.

____ I, or a family member (spouse, domestic partner, parent, sibling and/or child), has a financial interest in:

Financial interest means ownership interest in a business or any employment or prospective employment for which negotiations have already begun

Substantial interest means ownership interest of a business that is greater than 20%

Name of Business	Myself or Family Member	Type of Interest	Does the business currently contract or have a future interest in contracting with APS?
	<input type="checkbox"/> Myself <input type="checkbox"/> Family Member Relation: _____	<input type="checkbox"/> Financial Interest <input type="checkbox"/> Substantial Interest	<input type="checkbox"/> No contract <input type="checkbox"/> Current Contract <input type="checkbox"/> Future Interest
	<input type="checkbox"/> Myself <input type="checkbox"/> Family Member Relation: _____	<input type="checkbox"/> Financial Interest <input type="checkbox"/> Substantial Interest	<input type="checkbox"/> No contract <input type="checkbox"/> Current Contract <input type="checkbox"/> Future Interest
	<input type="checkbox"/> Myself <input type="checkbox"/> Family Member Relation: _____	<input type="checkbox"/> Financial Interest <input type="checkbox"/> Substantial Interest	<input type="checkbox"/> No contract <input type="checkbox"/> Current Contract <input type="checkbox"/> Future Interest

____ I shall abstain from participation in any decision involving this/these business entity(ies) or real property, unless permitted to do so pursuant to the New Mexico Governmental Conduct Act.

____ I am **NOT** engaged in any employment outside of Albuquerque Public Schools.

____ I am engaged in the following employment outside of Albuquerque Public Schools:

Name of Employer	Position	Summary of Duties	Does the employer have a contract with APS?
			<input type="checkbox"/> Yes If so, what services are provided: _____ <input type="checkbox"/> No
			<input type="checkbox"/> Yes If so, what services are provided: _____ <input type="checkbox"/> No

The statements contained herein are based on my personal knowledge and are true and correct. I understand that failure to comply with the above provisions and the Governmental Conduct Act of the State of New Mexico may be grounds for disciplinary action, including dismissal, demotion or suspension, and may be punishable in criminal or civil court. I understand that it is my responsibility to update this conflict of interest disclosure if a new financial interest or employment occurs prior to the annual review of this document.

Name: _____ (please print)

Signature: _____

Date: _____

Required Appendix C

Head Administrator

Job Description

Head Administrator / Principal

Exemption Status: Exempt

Immediate Supervisor: Governing Council

SUMMARY: Serves as primary leader of the school, manager of programs, staff and students

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodation

- Implement policy set forth by the Governing Council
- Uphold and enforce the Charter Contract
- In cooperation with the Business Manager, produces the school Budget
- Maintain Budget oversight utilizing proper accounting procedures, systems and controls.
- Review monthly bank reconciliations, financial statements and payroll
- Have up to date knowledge of local, state and federal school policy and procedures
- Ensures the school is in compliance with all applicable laws and regulations
- Establish and maintain good relationships with government and PED officials
- Develop expertise on capital planning
- Provide the school with long term strategic planning
- Oversight of curricular development with the Lead Teacher
- Hiring and Supervision of all school personnel
- Knowledge and experience with NMPED Accountability and Accreditation Process
- Oversight of schools academic policies and procedures
- Monitors school's academic programmatic implementation
- Assesses the appropriateness of school's academic services and programs
- Determines changes in programs, personnel, facilities, materials and equipment
- Develops Evaluation system for all employees
- Assists in the recruitment and selection of applicants for school based positions.
- In cooperation with the Lead Teacher and Professional Team, develops and maintains student discipline procedures following established guidelines.
- Ensures the proper implementation of district mandated standardized testing
- In cooperation with the Lead Teacher and Professional Team, establishes attendance and discipline referral and reporting procedures for campus wide use; develops parental notification procedures;

DUTIES: In additions to the essential functions of this job, the incumbent must perform the following duties:

- Comply with state approved Code of Ethics of the Educational Profession and uphold and enforce rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulate and facilitate the implementation of the mission, vision and values of SAHQ Academy
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with the Governing Council, employees, the community and other professionals.
- Attends and / or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by the Governing Council.
- Attend all Governing Council meetings and work closely with the Chair in policy implementation.

EXPERIENCE, KNOWLEDGE, SKILLS AND ABILITIES: The minimum expectations for this job are as follows:

- Highly organized, effective communicator - both verbal and written
- Advanced technology skill set
- Ability to facilitate positive and productive collaboration and to manage a high performing team.
- Takes responsibility for the academic success of the school
- Decision making and problem solving skills.
- Interpersonal skills with diverse populations in person and on the telephone
- Maintain emotional control under stress
- Knowledge of the community, financial and legal requirements
- Ability to meet deadlines, work on multiple projects and coordinate work of others.
- Knowledge of policies, state and federal.

EDUCATION AND LICENSURE: The minimum requirements for the job are as follows:

- New Mexico Administrative License
- Administrative experience in an educational setting with demonstrated leadership
- At least Five years of classroom teaching experience

- At least three years of leadership experience

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

- The incumbent works with various staff members in a team environment including the Profession Team, the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the school.
- Frequent interactions with people in person and on the phone will be necessary
- Duties performed in a normal school environment, in the community and in Santa Fe

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls
- The employee must sit and stand for long periods of time.
- The employee will monitor students around campus.
- Employee must have adequate vision and hearing.
- The employee must be able to move about assigned locations unaided during the workday.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

Required Appendix D

JOB DESCRIPTIONS

SAHQ ACADEMY

ADMINISTRATIVE ASSISTANT

Exemption Status: Non-exempt
Immediate Supervisor: Principal

SUMMARY: To provide clerical support as necessary to ensure completion of required projects at the school site and to perform a variety of responsible data entry, typing and general clerical activities in support of an academic or administrative function. Work directly with the Principal, providing daily administrative support.

ESSENTIAL FUNCTIONS Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Researches data and prepares statistical reports as required.
- Daily record keeping of absences and tardies.
- Manage sign-in and sign-out sheet for students (must have parent permission until age 18).
- Answers attendance questions.
- Perform a variety of responsible office duties, enter a variety of text or numerical data into a personal computer, enter, update, and maintain accuracy of information.
- Type written materials from straight copy or rough draft utilizing a typewriter or personal computer.
- Perform a variety of responsible office duties involving data and information processing of materials and resources.
- Perform routine typing of reports from detailed copy; post records; proof completed typed assignments.
- Maintain records, inventories, index and cross reference files; file data numerically or alphabetically.
- Operate a variety of office equipment, including a personal computer, typewriter, calculator, copier, and other machines pertinent to the assignment.
- Inspect and review documents to assure data is complete before entering into computer or before processing.
- Duplicate items; package and distribute completed copies.
- Assure the timely distribution and receipt of records, reports, and bulletins as directed.
- Make telephone calls as directed; take and relay messages.

- Greet and assist students, faculty, staff, parents, and others; answer phones and refer telephone calls and visitors to appropriate personnel; answer routine questions according to established guidelines.
- Review, check, correct, and compile a variety of information and reports.
- Verify data for accuracy.
- Prepare and maintain a variety of records.
- Organize, process, and print reports and other written materials.
- Process a wide variety of materials such as correspondence, reports, contracts, forms, applications, memoranda, and other documents.
- Provide work directions to others as assigned.
- Independently compose written communication.
- Maintain confidentiality of records and information.
- Perform other duties as assigned.
- Mentor students, teaching basic secretarial skills

KNOWLEDGE

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Computer, English, bookkeeping and mathematics skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Knowledge of community, computer system, financial and legal requirements.
- Ability to meet deadlines and work on multiple projects.
- Knowledge of word processing, database and spreadsheet software.
- Keyboarding requirement: 50 words per minute.
- Modern office practices, procedures and equipment.
- Operation of a variety of office machines including personal computer.
- Alphabetic, numerical, and subject matter filing systems.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Telephone techniques and etiquette.
- Intermediate/advanced working knowledge of Microsoft software.
- Modern office practices, procedures, and equipment.
- Operation of a personal computer and a variety of other office equipment including calculators, copiers, and fax machine.

ABILITY TO

- Perform clerical duties such as filing, duplications, typing and maintaining routine records.
- Operate a personal computer, copier, typewriter, adding machine, and fax machine.
- Learn to operate various software applications, including word processing and data entry.
- Understand and follow oral and written directions.
- Work cooperatively with others.
- Complete work with many interruptions.

- Work independently with little direction.
- Work effectively with many interruptions.
- Compose correspondence from verbal direction or from a rough draft independently.

EDUCATION AND EXPERIENCE

- Any combination equivalent to graduation from high school supplemented by college course work in business, office practices, or related field and minimum of three (3) years of responsible secretarial experience.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:

- The incumbent works with various staff members in a team environment including the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the school.
- Frequent interactions with people in person and on the phone will be necessary.
- Travel from location to location may be necessary.
- Duties are primarily performed in a normal school environment.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must have the ability to adjust focus on a computer monitor in order to get information from a variety of information systems.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must occasionally work outside.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the day.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

BUSINESS MANAGER

The plan is to hire an independent Licensed Business Manager – This individual will be a part time independent contractor and be in charge of the following:

- Prepare and present an annual school budget to the Governing Council.
- Prepare and present the Budget Adjustment Request (BARs).
- Post revenue to appropriate fund and revenue code.
- Responsible for impressed fund and disbursement of funds.
- Aware of and follow the public school financial standards pursuant to NMAC, and follow GAAP standards.
- Responsible for ensuring the safeguard of all financial and student records from potential theft and destruction.
- Responsible for reconciliation of all bank statements.
- Accuracy of payroll journal, backup of journal, and generation of payroll checks.
- Maintain all employees' earnings, deduction and leave records.
- Responsible for substitute payment disbursement.
- Entry of pay rates and deduction changes in accordance with benefits.
- Responsible for maintenance of employee insurance premiums reconciliations, savings, tax-sheltered annuities, and other voluntary and mandatory payroll deductions.
- Responsible for completing required PED financial reports in collaboration with Governing Council President and monthly, quarterly, and annual payroll tax-benefit reports required by federal, state and local governmental agencies.
- With approval of Principal, prepare contracts to enter in the Financial Management System.
- Trained in using Operating Budget Management System (OBMS) for the purpose of providing assurance that the data of AKCS are in compliance with federal and state laws and procedures and the PED.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

BOOKEEPER / REGISTRAR

Exemption Status: Non-exempt
Immediate Supervisor: Principal

SUMMARY: To work closely with the Business Manager in maintaining all financial records for the school, dealing with the daily, on-site transactions. Designing, maintaining and implementing all Lottery and registration materials in accordance to the charter and all applicable laws.

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Register and enroll students according to charter and PED policy
 - Insure that all registration materials are received and maintained
 - Insure the letter of intent is up to date and submissions are properly identified
 - Conduct the Lottery
 - Communicate with parents before and after the Lottery
 - Properly document the Lottery process
 - Maintain a waiting list
 - Evaluates, interprets and archives high school records from local, in-state, out-of-state, and international education institutions.
 - Translates and authenticates transcripts to conform to SAHQ Academy and state requirements for high school graduation.
 - Validates transcripts for use by government bureaus, universities, courts, military, security agencies, employers, Counselors, students, parents and others.
 - Maintains grade point averages, class rankings, honor rolls, New Mexico High School Competency Exam results and other student academic data required.
-
- Work closely with the Business Manager to provide and maintain all financial records
 - Accommodating and assisting Auditor in yearly audit.
 - Ordering of all supplies and equipment in accordance with approved internal control policy.
 - Financial record keeping – collect, record, and deposit money.
 - Coordinate all supply orders for all departments in accordance with approved internal control policy.
 - Coordinate and approve purchases and teaching aids in collaboration with Principal and Administrative Assistant in accordance with internal control policy.
 - Maintain vendor invoices, matching encumbrance copy and receiving copy of purchase order, then matching with approved purchase order copy.
 - Manage school activities fund.

- Serve as the Records custodian with regards the inspection of public records act
- Mentor and teach financial concepts to students

EDUCATION AND EXPERIENCE

- Bachelor's degree or higher
- Degree or related experience in financial accounting
- At least 3 years of experience in accounting related field
- Expert with EXCEL
- Above average computer skills
- Above average organizational skills

ABILITY TO

- Effective communication skills both verbal and written
- Flexibility, organization, decision making and problem solving skills.
- Interpersonal skills with diverse populations in person and on the telephone
- Maintain emotional control under stress
- Knowledge of the community, community, financial and legal requirements
- Ability to meet deadlines, work on multiple projects and coordinate work of others.
- Knowledge of policies, state and federal.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must have the ability to adjust focus on a computer monitor in order to get information from a variety of information systems.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must occasionally work outside.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the day.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request

LEAD TEACHER

Exemption Status: Exempt

Immediate Supervisor: Principal – also reports to the Governing Council on Academics

SUMMARY: Serves as a Teacher and Instructional leader of the school

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodation

- Develops, implements and reviews schools academic policies and procedures
- Coordinates implementation of instructional program and ancillary support programs.
- Monitors school's academic activities and policies
- Assesses the appropriateness of school's academic services and programs
- Recommends changes in programs, personnel, facilities, materials and equipment
- Evaluates the work of academic staff; provides reports to the Principal and cooperates in recognition or remediation of academic staff as needed.
- In cooperation with the Professional Team (teachers) designs in service training programs at the school
- Assists in the recruitment and selection of academic applicants for school based positions.
- Establishes programs and communications procedures to encourage committee participation, student organizations, community support and extracurricular activities.
- In cooperation with the Professional Team and the student support staff, develops and maintains student discipline procedures following established guidelines.
- Assists in the development of budget recommendations for the school as they relate to academic programs and needs.
- In cooperation with the Professional Team, oversees all aspects of scheduling, course descriptions and registration and assigns duties if necessary; oversees all aspects of district mandated standardized testing; assists in all aspects of student records; oversees textbook and digital curriculum inventory; creates and serves on committees as necessary inside and outside of the school.
- In cooperation with the Professional Team, establishes attendance and discipline referral and reporting procedures for campus wide use; develops parental notification procedures;

DUTIES: In additions to the essential functions of this job, the incumbent must perform the following duties:

- Comply with state approved Code of Ethics of the Educational Profession and uphold and enforce rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulate and facilitate the implementation of the mission, vision and values of SAHQ Academy
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Attends and / or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by the Principal or the Governing Council.

EXPERIENCE, KNOWLEDGE, SKILLS AND ABILITIES: The minimum expectations for this job are as follows:

- Effective communication skills both verbal and written
- Flexibility, organization, decision making and problem solving skills.
- Interpersonal skills with diverse populations in person and on the telephone
- Maintain emotional control under stress
- Knowledge of the community, community, financial and legal requirements
- Ability to meet deadlines, work on multiple projects and coordinate work of others.
- Knowledge of policies, state and federal.
- Eight years of teaching experience.
- Three years of leadership experience.

EDUCATION AND LICENSURE: The minimum requirements for the job are as follows:

- Bachelor's degree
- Valid State Department of Education teaching license

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

- The incumbent works with various staff members in a team environment including the Profession Team, the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the school.

- Frequent interactions with people in person and on the phone will be necessary
- Duties primarily performed in a normal school environment.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls
- The employee must sit and stand for long periods of time.
- The employee will monitor students around campus.
- Employee must have adequate vision and hearing.
- The employee must be able to move about assigned locations unaided during the workday.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

TEACHERS and TRAINERS

Exemption Status: Exempt

Immediate Supervisor Title: Lead Teacher or Principal if lead teacher is not designated

SUMMARY: Create flexible, challenging and appropriate programming in an environment favorable to learning and personal growth by encouraging students to develop skills, attitudes and knowledge needed to reach goals established in the student's stakeholder's meeting. Provide students with experiences which integrate the affective, cognitive and psychomotor dimensions of learning by establishing effective relationships and motivation. Assist students in developing positive feelings towards themselves, their capabilities, their goals, and those around them. As a Success Coach, develop and implement a comprehensive support system for students to address the academic, career and personal/social goals for students on their Academic Team.

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodation:

EDUCATING STUDENTS

- Meets regularly with the assigned Academic Team (group of students assigned to a Success Coach)
- Cooperates in the development and implementation of the school program of instruction
- Plans and implements a program of study that meets the individual needs, interest and abilities of students and complies with Public Education Department standards and the SAHQ Academy goals and objectives
- Guides the learning process toward the achievement of curriculum goals. Establishes clear objectives for all lessons, assignments, units and projects in harmony with curriculum goals and communicates the objectives to students.
- Employs instructional methods and materials that are most appropriate for meeting the needs of the students and state objectives including the use of computers and other technological classroom support equipment in student instruction.
- Meets and instructs assigned classes in the locations and at times designed to meet the needs of students.
- Shows commitment to the school's mission, academic program and student academic outcomes as outlined in the approved charter.
- Maintain professional competence through individual and staff training, in service educational activities and self selected professional growth activities.

MANAGING STUDENT BEHAVIOR

- Establishes and maintains standards of appropriate student behavior and discipline to achieve a functional learning atmosphere in the classroom and assists in its maintenance campus wide.
- Provides and maintains a safe and supervised environment in the classroom and on the school grounds.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Regularly attends Professional Team meetings to keep current on policies, procedures and best practices regarding student counseling issues.
- Facilitates the development of the school community social and health assessment as a required component of the state accreditation process.

EVALUATING STUDENT PROGRESS

- Evaluates the learning progress of students on a regular basis using appropriate assessments
- Prescribes effective learning programs and resources appropriate personnel when concerns arise.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Is personally accountable for the progress towards graduation of each member of his/her Academic Team.

PROFESSIONAL COMMUNICATIONS

- Establishes and maintains open lines of communication with students and parents concerning students academic, social and behavioral progress
- Cooperates with professional staff and supports personnel in assessing and helping students health, attitude, learning and behavioral problems.
- Communicates and cooperates with other professional staff in academic and growth areas.
- Attends and or conducts staff meetings and participates on committees within areas of responsibility.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.

MANANAGEMENT

- Selects and requests appropriate books and instructional materials and maintains required inventory records.
- Provides directions and materials for Professional Team members who are covering for them.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, school policy and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies and reports safety hazards promptly.

COUNSELING STUDENTS

- Plans and implements programs to address the academic, career and personal/social needs of every student assigned to their Academic Team.
- Evaluates, interprets and insures the Administration has complete records from local, in state, out of state and international institutions regarding every member of their Academic Team.
- Ensures that each student on their Academic Team has a clear understanding of their Course map and maintains pace in their progress towards graduation.
- Works with students on their Academic Team and the Professional Team in creating a class schedule.
- Works with the Registrar to ensure accurate and valid transcripts for use by government bureaus, universities, courts, military, security agencies, employers, counselors, students, parents and others.
- Maintains GPA, class rankings, honor roll, NM High School Competency Exam results and other student academic data for each member of their Academic Team.
- Organizes a stakeholders meeting at least twice a year regarding current and future educational, personal and career goals and objectives.
- Assists in curriculum development, professional development and identification of interventions to assist students.
- Consults with administration, staff and parents regarding mental health issues in order to assist students with attitude, learning and /or behavioral problems.
- Assists with test preparation and interpretation of standardized testing.
- Evaluates school processes and procedures for continuous improvement.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Must maintain a positive, problem solving attitude, never gossiping or undermining the school's mission or student's right to an excellent education.
- Comply with state approved Code of Ethics of the Educational Profession and uphold and enforce rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulate and facilitate the implementation of the mission, vision and values of SAHQ Academy
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Performs other tasks related to area of responsibilities as requested or assigned by the Dean of Students.
- Conforms to SAHQ Academy's policies including attendance, absences and evaluations
- Attendance must be adequate to acceptably perform listed job functions.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

- The employee works with various staff members in a team environment including the Profession Team, the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the school.
- Frequent interactions with people in person and on the phone will be necessary
- Duties primarily performed inside and outside a normal school environment.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting
- The employee must use hands and arms to manipulate objects.

- The employee must use keyboards, tools and other controls
- The employee must sit and stand for long periods of time.
- The employee will monitor students around campus.
- Employee must have adequate vision and hearing.
- The employee must be able to use and move/lift a variety of instructional materials in the classroom
- The employee must be able to move about assigned locations unaided during the workday.
- When dealing with students may entail squatting, stooping and bending on an occasional to frequent basis on a given day.
- Must participate in the school's wellness program and have their BMI monitored and recorded to meet the school's mission based objectives.

EMOTIONAL DEMANDS

- Manage repetitive instructional preparation, review and grading of student assignments without experiencing undue stress or lack of instructional energy
- Maintain high emotional energy and display enthusiasm for the subject matter and individual student effort.
- Develop effective coping strategies for dealing with the fatigue and stress of ongoing involvement In teaching, supervising and monitoring students.
- Address stressful events by hostile, confrontational students by remaining calm and non critically, reasoning objectively and remaining consistent in judgment.
- Ensure that out of classroom pressures (personal, home, business) do not interfere with overall effective teaching performance.
- Realize the need to seek timely professional assistance as necessary to maintain emotional stability and professional standards of conduct.
- Possess emotional openness to constructive feedback from peers, consulting teacher/mentors and administrators regarding compliance with professional standards.
- Analyze and remedy emotional needs or unresolved conflicts which interfere or preclude adhering to policy, administrative direction or professional standards
- Recognize the emotional needs of others within your Professional Team and be supportive in their efforts to deal with the emotional demands of being a Success Coach and Teacher.

MINIMUM REQUIRED EDUCATION, LICENSES, CERTIFICATIONS, EXPERIENCE AND SKILLS:

- A passion for teaching teenagers

- Valid NM teaching license or professional experience
- Demonstrated content knowledge
- A Bachelor's degree or higher

KNOWLEDGE, SKILLS, ABILITIES AND EXPERIENCE

- Knowledge of effective classroom management techniques.
- Effective communication skills both verbal and written
- Flexibility, organization, decision making and problem solving skills.
- Ability to maintain control under stress
- Interpersonal skills with diverse populations in person and on the telephone
- Knowledge of the community, community, financial and legal requirements
- Ability to meet deadlines, work on multiple projects and coordinate work of others.
- Knowledge of policies, state and federal.
- Ability to maintain positive relationships with students, parents, community members and staff

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

SPECIAL EDUCATION TEACHER

Exemption Status: Exempt

Immediate Supervisor: Lead Teacher or Principal if Lead Teacher is not in place

SUMMARY: Teaches by creating a flexible program and an environment favorable to learning and personal growth; by encouraging students to develop skills, attitudes and knowledge needed to obtain a good foundation for continuous growth and development; by providing students with experiences which integrate the affective, cognitive and psychomotor dimensions of learning; by establishing effective rapport with students and their parents; by assisting students in developing positive feelings toward themselves and others.

ESSENTIAL FUNCTIONS

EDUCATING STUDENTS

- Cooperates in the development and implementation of the school's program of instruction
- Plans and implements a program of study that meets the individual needs, interests and abilities of students and complies with Public Education Department standards and the SAHQ Academy goals and objectives.
- Guides the learning process toward the achievement of curriculum goals. Establishes clear objectives for all lessons, assignments, units and projects in harmony with curriculum goals and communicates the objectives to students.
- Employs instructional methods and materials that are most appropriate for assuring high student outcomes including the use of computers and other technological classroom support equipment in student instruction.
- Meets and instructs assigned classes in the locations and at the times designated.
- Plans and implements a program of study that, as much as possible, meets the individual needs, interests and abilities of students and complies with Public Education Department Standards and the SAHQ Academy goals and objectives and individual student IEP plans if appropriate.
- Participates in all IEP meetings and ensures the educational goals of the IEP are met in the classroom.

MANAGING STUDENT BEHAVIOR

- Establishes and maintains standards of appropriate student behavior and discipline to achieve a functional learning atmosphere in the classroom and assists in its maintenance campus wide.

- Provides and maintains a safe and supervised environment in the classroom and on the school grounds.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.

EVALUATIVE STUDENT PROGRESS

- Evaluates the learning progress of students on a regular basis.
- Prescribes effective learning programs and initiates referrals to appropriate personnel when concerns arise.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Administers group standardized tests in accordance with the school testing programs.

PROFESSIONAL COMMUNICATIONS

- Establishes and maintains open lines of communication with students and parents concerning students' academic, social and behavioral progress.
- Cooperates with professional staff and support personnel in assessing and helping students with health, attitude, learning and behavioral problems.
- Communicate and cooperate with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.

MANAGEMENT

- Selects and requests appropriate books and instructional materials and maintains required inventory records.
- Provides directions and materials for substitute teachers. Plans for and supervises classroom aides, guests and volunteers.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, school policy and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with state-approved Code of Ethics of Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of the SAHQ Academy
- Safeguards confidentiality of privileged information.

- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.
- Conforms to AKCS policies including attendance, absences and evaluations.
- Attendance must be adequate to acceptably perform listed job functions.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision making and problem solving skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Knowledge of computer systems, financial procedures, and legal requirements.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of school policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.
- Ability to maintain positive relationships with students, parents, community members and staff.

EDUCATION AND LICENSURE

- Bachelor's degree.
- Current New Mexico teaching certificate endorsed in the area to be taught.

WORKING ENVIRONMENT

- The incumbent works with various staff members in a team environment including the administrative staff, parents, students, advocates and others outside the school.
- Frequent interactions with people in-person and on the phone will be necessary.
- Duties are performed indoors and outside in a normal school environment.

PHYSICAL DEMANDS

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must have the ability to adjust focus on a computer monitor in order to get information from a variety of information systems.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.

- The employee must sit and stand for long periods of time.
- The employee must occasionally work outside.
- The employee must be able to use and move/lift a variety of instructional materials in the classroom.
- The employee must be able to see and hear on a continuous basis as well as speak frequently.
- The employee must be able to move quickly from place to place on occasion over smooth uneven surfaces on the playground or on grass.
- Walk through classroom and be able to maneuver tight spaces, e.g. between desks.
- When dealing with students may entail kneeling, squatting, stooping and bending on an occasional frequent basis on a given day.
- Requires daily attendance at job.

EMOTIONAL DEMANDS

- Manage the repetitive instructional preparation, review, and grading of student assignments without experiencing undue stress (which leads to emotional detachment from the teaching process and to ineffectiveness in the classroom).
- Maintain high emotional energy and display enthusiasm for the subject matter and individual student effort.
- Develop effective coping strategies for dealing with the fatigue and stress of ongoing involvement in teaching, supervising, and monitoring of students.
- Address stressful events created by hostile, confrontational students by remaining calm and listening non-critically, reasoning objectively, and remaining consistent in judgments.
- Ensure that out-of-classroom pressures (personal, home, business) do not interfere with overall effective teaching performance.
- Enhance one's professional teaching commitment with punctuality and attendance (avoiding the "coming late, leave early", or "often absent" syndrome).
- Realize the need to seek timely professional assistance as necessary to maintain emotional stability and professional standards of conduct.
- Possess emotional openness to constructive feedback from peers, consulting teacher/mentors, administrators regarding compliance with professional standards.
- Analyze and remedy emotional needs or unresolved conflicts which interfere or preclude adhering to policy, administrative direction or professional standards.
- Requires daily attendance at job.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

STUDENT SUPPORT SERVICES

Exemption Status: Exempt

Immediate Supervisor Title: Lead Teacher or Principal if Lead Teacher is not in place

SUMMARY: To develop and implement a comprehensive support system to address the academic, career and personal/social goals for all students. Provide assistance to teaching staff when needed.

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodations:

- Maintain Student Information System
- Plans and implements a support system to address the academic, career and personal/social needs of every student.
- Assists in student discipline
- Works with students in enrolling in classes if problems arise, supporting the Success Coaches
- Reviews student progress toward successful completion of educational program at the school (high school) and insures the completion of the Next Step Plans for students' grades 9-12.
- Resources short-term individual and group counseling opportunities for students in need
- Assists families by providing referrals to outside services for students with acute or chronic mental health needs..
- Assists in identification of interventions to assist students.
- Consults with administration, staff and parents regarding mental health issues in order to assist students with attitude, learning and/or behavioral problems.
- Assists with test preparation
- Evaluates the student support services program on an annual basis for continuous improvement.
- Regularly attends counseling meetings to keep current on policies, procedures and best practices regarding school counseling programs and issues.
- Facilitates the development of the school/community social and health assessment as a required component of the state accreditation process.
- Mediates and facilitates conflict resolution between students, parents and staff members.

DUTIES: In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and school, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of SAHQ Academy.
- Safeguards confidentiality of privileged information.

- Prepares and maintains accurate and complete records and reports as required by law, state directives, school policy and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

MINIMUM REQUIRED EDUCATION, LICENSES, CERTIFICATIONS, EXPERIENCE AND SKILLS:

- Bachelor's degree
- Three years of experience in a public school setting
- Three years of experience in counseling environment or equivalent
- Counseling skills in a range of diverse needs, including college/career information and mediation/conflict resolution.

PREFERRED KNOWLEDGE, SKILLS, ABILITIES AND EXPERIENCE:

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making, and problem solving skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of state policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.
- Ability to maintain positive relationships with students, parents, community members and staff.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an incumbent encounters while performing the essential functions of this job:

- The incumbent will work with staff members in a team environment that may include the administrative staff, State department personnel, legal counsel, parents, students, advocates and others outside the school.
- Frequent interactions with people in person and on the phone will be necessary.
- Travel from location to location may be necessary.
- Functions are primarily performed indoors and outside in a normal school environment.

- The incumbent will also meet with or escort students outdoors and will perform the essential functions of this job in a variety of buildings and locations.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by the incumbent to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must be able to use a variety of instructional materials in the classroom.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned location unaided during the day.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

SCHOOL NURSE

Contract

IMMEDIATE SUPERVISOR: Principal

Duties and Responsibilities include:

- Sharing the school's vision for health and wellness.
- Possessing understanding of nutrition and performance training.
- Communicating and consulting with administrators, medical providers and community agencies around policies, procedures, program development and services.
- Developing an assessment, data collection and evaluation of health services and preparing regular written reports.
- Organizing and implementing state mandates re: immunizations, health screenings etc
- Developing or maintaining effective health records.
- Developing programs in the prevention of communicable diseases in the school and / or community.
- Collecting and reporting data regarding health status of students.
- Administering routine vision, hearing, height and weight screenings.
- Providing nursing and / or medically prescribed interventions.
- Monitoring students per individualized health care plans.
- Performing basic first aid and CPR as needed.
- Caring for school inventory as well as proper and safe use of facilities equipment and supplies and report safety hazards.
- Developing nursing diagnosis and implement student health management plan.
- Providing appropriate health education.
- Serving on School Health Advisory Council insuring we meet our mission based health objectives.
- Assessing and providing counseling, crisis intervention and appropriate referral services.

The School Nurse must have a current and valid School Nurse License.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

EDUCATIONAL ASSISTANT

(This position is not budgeted for in this application but could be added in the future)

Exemption Status: Non-Exempt

Immediate Supervisor Title: Dean of Students

SUMMARY: Under the direction of a licensed teacher and/or principal, this position is responsible for monitoring and/or presenting and reinforcing skills with small groups of students or one-on-one, maintaining and updating student records and monitoring and recording students' academic and behavioral progress. May also plan and present lessons, prepare instructional materials, monitor students in various non-classroom settings and/or assist in the administration of tests. Individuals in this position may be assigned to one or more classrooms. May assist with translation and/or communication using second language skills when possible.

ESSENTIAL FUNCTIONS:

- Facilitate and/or monitor small group and one-on-one instruction of students in order to present, guide and/or reinforce skills, concepts and strategies. Employ a variety of instructional motivational techniques to encourage student learning and achievement.
- Maintains classroom records, prepares reports as required by the classroom teacher or principal, scores tests, processes books, and manages supplies and classroom equipment as needed.
- Monitor students' academic and behavioral progress and record appropriately.
- May assist in planning and presenting lessons to promote and supplement skills, concepts and strategies introduced in the classroom.
- Prepare and arrange instructional resource materials for use by certified personnel in class or "pull-out" small groups. Duties may include word processing, proofreading, editing, copying, collating, binding and filing.
- Attend job-related in-services, appropriate workshops and lectures and school in services to enhance skills and improve professional growth.
- May promote parent involvement through activities, events and personal contact.
- May monitor students in various non-classroom settings as requested.
- May substitute for fellow workers as needed and occasionally substitute temporarily for a classroom teacher.
- May assist in the administration of tests by proctoring, scoring, recording results and/or inputting data into the computer.
- May prepare instructional artwork and resources including displays, bulletin boards, charts and posters. Repair and catalog resources for school-wide use.
- May perform Media Center and/or technology duties including supervising and instructing students in the Media Center computer lab; cataloging, ordering, filing and shelving books.
- Serves as a model in developing students' language and behavior.
- Monitors make-up work by students

- Monitors student activities in classrooms, school grounds, hallways, lunchrooms, field trips, drop-off/pick-up areas, etc.
- Provides support for non-instructional classroom duties such as monitoring snacks, restrooms, clothing areas, etc.
- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school policies, and local, and state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of the SAHQ Academy.
- Safeguards confidentiality of privileged information.
- Shares the responsibility for the supervision and care of inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities.
- Attends staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by the classroom teacher and/or administrator.

EDUCATION AND LICENSURE

- Must hold an educational assistants license issued by the New Mexico Public Education Department.
- Experience with educational equipment preferred.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES

- Oral communication, interpersonal.
- English language, English writing, math (appropriate to grade assigned).
- Basic behavior management and decision making skills
- Ability to work with students with diverse backgrounds and abilities.
- Operating knowledge of personal computers and general office equipment may be required after hire.
- Oral and written fluency in second language may be preferred or required based on position assigned.

WORK ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, students, advocates and others outside the school.
- Interactions with people in-person and on the phone may be necessary.
- Duties are performed indoors and outside in a normal school environment.
- The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must have the ability to adjust focus on a computer monitor in order to get information from a variety of information systems.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must occasionally work outside.
- The employee must be able to use and move/lift a variety of instructional materials in the classroom.
- The employee must be able to see and hear on a continuous basis as well as speak frequently.
- The employee must be able to move quickly from place to place on occasion over smooth uneven surfaces on the playground or on grass.
- Walk through classroom and be able to maneuver tight spaces, e.g. between desks.
- When dealing with students may entail kneeling, squatting, stooping and bending on an occasional frequent basis on a given day.
- Requires daily attendance at job.

EMOTIONAL DEMANDS

- Manage the repetitive instructional preparation, review, and grading of student assignments without experiencing undue stress (which leads to emotional detachment from the teaching process and to ineffectiveness in the classroom).
- Maintain high emotional energy and display enthusiasm for the subject matter and individual student effort.
- Develop effective coping strategies for dealing with the fatigue and stress of ongoing involvement in teaching, supervising, and monitoring of students.
- Address stressful events created by hostile, confrontational students by remaining calm and listening non-critically, reasoning objectively, and remaining consistent in judgments.
- Ensure that out-of-classroom pressures (personal, home, business) do not interfere with overall effective teaching performance.
- Enhance one's professional teaching commitment with punctuality and attendance (avoiding the "coming late, leave early", or "often absent" syndrome).
- Realize the need to seek timely professional assistance as necessary to maintain emotional stability and professional standards of conduct.
- Possess emotional openness to constructive feedback from peers, consulting teacher/mentors, and administrators regarding compliance with professional standards.
- Analyze and remedy emotional needs or unresolved conflicts which interfere or preclude adhering to policy, administrative direction or professional standards.
- The employee is regularly required to communicate, instruct, evaluate and use interpersonal skills.

Optional Appendix E

I. OVERVIEW OF SAHQ ACADEMY EMPLOYEE POLICIES

A. Mission

The Mission of the SAHQ Academy is Excellence Together.

A rigorous, team based academic schedule is the foundation of SAHQ Academy. We build relationships that maximize a student's emerging talent, energy and curiosity in a community centered facility. We prepare and expose students to careers in sports and health science and graduate productive members of a global economy who thrive under pressure, well prepared for higher education. SAHQ Academy draws on a student's love for sports to empower, motivate and inspire excellence in every aspect of their lives and expands their ability to solve complex problems.

B. SAHQ Academy Working Environment: SAHQ Academy endeavors to create a friendly working environment for all employees. In pursuit of this goal, SAHQ Academy has adopted the following employee relations objectives:

1. Provide an exciting, challenging, and rewarding workplace and experience.
2. Select employees on the basis of skill, training, ability, attitude, and character without discriminating.
3. Review wages, employee benefits, and working conditions periodically with objective of being competitive in these areas, consistent with sound business practices.
4. Assure employees, after talking with their supervisor, an opportunity to discuss any issue or problem with the appropriate administrator.
5. Take a prompt and appropriate action to resolve complaints which may arise in the everyday conduct of our business.
6. Respect individual rights and treat all employees with courtesy and consideration.
7. Maintain open communications and mutual respect in our working relationships.
8. Promote an atmosphere consistent with SAHQ Academy's vision, mission, and goals.

THE POLICIES IN THIS HANDBOOK ARE GUIDELINES; ARE NOT EXPRESSED OR IMPLIED CONTRACTS WITH EMPLOYEES; AND DO NOT CREATE CONTRACTUAL OBLIGATIONS OF ANY KIND BETWEEN SAHQ ACADEMY AND ANY OF ITS EMPLOYEES. ADDITIONALLY, THIS HANDBOOK IS NOT TO BE CONSTRUED BY AN EMPLOYEE AS CONTAINING BINDING TERMS AND CONDITIONS OR EMPLOYMENT. SAHQ ACADEMY RETAINS THE RIGHT TO TERMINATE ANY EMPLOYEE, AT ANY TIME, CONSISTENT WITH NEW MEXICO LAW AND THE NEW MEXICO SAHQ ACEDEMY PERSONNEL ACT.

The provisions of this Handbook have been developed at the discretion of the Governing Council, and the policies in the Handbook may be amended, revised, supplemented, or rescinded at any time, in the sole direction of the SAHQ Academy Governing Council.

C. What SAHQ Academy Expect from You: As a member of the SAHQ Academy Team, we need your help to make each working day enjoyable and rewarding. Your first responsibility is to perform duties assigned to you promptly, correctly and pleasantly. You are also expected to cooperate with management and your fellow employees. How you interact with fellow employees and those whom SAHQ Academy serves, and how you accept direction can affect the success of you department. In turn, the performance of one department can impact the entire service offered by SAHQ Academy. Whatever your position, you have an important assignment: perform every task to the very best of your ability. We are dedicated to making SAHQ Academy an organization in which you can approach administration to discuss any problem or question. We expect you to voice your opinions and contribute you suggestions to improve the quality of SAHQ Academy. We are all working for the success of SAHQ Academy and to support student success, so please communicate with each other and with management.

SAHQ Academy encourages you to discuss any issue you may have with a co-worker directly with that person. If a resolution is not reached, please arrange a meeting with the Principal to discuss any concern, problem, or issue that arises during the course of your employment. Retaliation against any employee for the appropriate use of communication channels is unacceptable. Please remember it is counterproductive for employees to create or repeat rumors or office gossip.

We encourage all employees to bring forward their suggestions and good ideas about how SAHQ Academy can be made a better place to work and our service to customers enhanced. When you see an opportunity for improvement, please talk it over with the Principal. She/he can help bring your idea to the attention of the people SAHQ Academy who may be responsible for implementing it. All suggestions are valued.

D. Purpose of the Employee Handbook: The purpose of this handbook is to provide guidance and information in regard to the various, in some instances complex, employment issues, terms and policies. This handbook covers a broad range of topics, and is meant to apply generally to all employees. If you have questions, please see the Principal or Business Manager in charge of human relations for SAHQ Academy.

II. EMPLOYMENT POLICIES

A. Equal Employment Opportunity: SAHQ Academy is an equal opportunity employer committed to maintaining a non-discriminatory, diverse work environment. SAHQ Academy does not unlawfully discriminate against any person on the basis of race, color, religious creed,

age, sex, national origin or ancestry, mental or physical disability, medical condition, status as a Vietnam-Era or disabled veteran, military service, sexual orientation, spousal affiliation, marital status, gender identity or any other basis protected by federal, state or local law. This policy covers all programs, services, policies, and procedures SAHQ Academy.

B. Employees with Disabilities: In accordance with the Americans with Disabilities Act (ADA), SAHQ Academy does not discriminate against any “qualified individuals with a disability.” Individuals qualify for employment if they meet the educational, skills, and experience requirements of a position and can perform the essential functions of the job with or without a reasonable accommodation. Individuals have a disability if they have an impairment that impacts a major life function such as caring for one’s self, performing manual tasks, walking, hearing, seeing, speaking, breathing, learning, or if the impairment otherwise impacts an individual’s ability to perform a class of jobs or broad range of jobs. Psychological impairments, learning disabilities, and some chronic health impairments, such as epilepsy, diabetes, arthritis, cancer, cardiac problems, and AIDS may also be considered disabilities.

SAHQ Academy is committed to diversity and nondiscrimination and supports the full employment of qualified individuals with disabilities in its workforce. Therefore, a process has been established to assist employees with disabilities in reasonably modifying the work environment to allow the employee to perform the essential functions of his or her job. It is the responsibility of the employee to request an accommodation of his or her physical or mental disability by contacting the Principal. In accordance with the ADA, SAHQ Academy will take such requests seriously and will promptly determine whether the employee is a qualified individual with a disability and whether a reasonable accommodation exists which would allow the employee to perform the essential functions of the job without imposing an undue hardship on SAHQ Academy or other employees. If you believe that you have been unlawfully discriminated against because of a disability, you should discuss the matter with the Principal or the Business Manager and/or follow the complaint procedure described in Section I.C.4., below.

EMPLOYEES WITH SERIOUS DISEASES. SAHQ Academy will not discriminate in employment decisions against individuals with infectious, long-term, life-threatening or other serious diseases as long as they are physically and mentally able to perform the duties of their job without undue risk to their own health or that of other employees or students.

1. “Serious disease” defined. Serious diseases for the purpose of this policy include, but are not limited to, cancer, heart disease, multiple sclerosis, hepatitis, tuberculosis, human immunodeficiency virus (“HIV”) and acquired immune deficiency syndrome (“AIDS”).

2. Non-discrimination policy. Employees affected with a serious disease are to be treated no differently than any other employee. If the serious disease affects their ability to perform assigned duties, such employees are to be treated like other employees who have disabilities that limit their job performance. Reasonable accommodations will be considered as described above in paragraph D.2. To the extent required by law, SAHQ Academy will maintain the confidentiality of the diagnosis and medical records of employees with serious diseases.

C. Anti-Harassment/Discrimination Policy: SAHQ Academy is committed to providing a work place that is free of unlawful discrimination or harassment. Every employee is expected to treat his or her co-workers, visitors, students and guests professionally and respectfully.

Each employee is required to familiarize him/herself with the Anti-Harassment/Discrimination Policy, reporting obligations and procedures. If you have any questions about the SAHQ Academy's policy, please contact the Principal or his/her designee for clarification.

1. No Tolerance Harassment/Discrimination Policy. SAHQ Academy is committed to a workplace free of discrimination and harassment. Both the law and SAHQ Academy prohibit any form of discrimination and/or harassment based on race, color, religious creed, age, sex, national origin or ancestry, mental or physical disability, sexual orientation, spousal affiliation, marital status, gender identity, or any other basis protected by federal, state or local law. All of these groups are referred to in this policy as "protected classes." This policy applies to all employees, contract workers, consultants, vendors, students, parents, guardians, visitors and guests, or any other people doing business with or for the SAHQ Academy. It is in effect not only at SAHQ Academy site but during all school-sponsored functions.

2. Discrimination/Harassment Described. Discrimination and harassment include conduct that could reasonably be construed generally as any unwelcome behavior towards another, whether verbal, physical or visual, that is based on a person's belonging to a protected class. This conduct will most likely interfere with other's ability to work and most certainly will be intolerable as an example to our students and our community. All such harassment can be unlawful when it is severe or pervasive enough to affect a reasonable employee's job.

a. **SEXUAL HARASSMENT:** Because sexual harassment raises issues about human interaction that are to some extent unique, the subject of sexual harassment is described separately here, however, it is no more or less tolerable than harassment based on some other protected status. Sexual harassment is a form of sex discrimination that may include:

- requests for sexual favors;
- sexual advances;
- persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made;
- sexually motivated inappropriate conduct such as facial expressions or body language, leering, making sexual gestures or actual touching, kissing, impeding or blocking another's movements;
- displaying sexually suggestive objects, pictures or cartoons; demands to submit to sexual requests in order to maintain employment or avoid some employment-related loss (e.g. salary), and offers of job benefits or favors in return for sexual favors.

- Intimidation and hostility directed to an individual because of sex; or explicit or degrading verbal, written or electronic comments of sexual nature, such as comments about an individual's body or dress.

This list is not exhaustive and applies to conduct by co-workers, supervisors, volunteers and other invited to the SAHQ Academy premises. Sexual harassment can apply to conduct any work-related setting outside the work place as well.

Consensual sexual behavior between adults, outside the workplace and welcome by both parties is not considered sexual harassment; however, those who engage in such relationships should be aware that questions regarding the actual freedom of choice of one of the parties may be raised later, especially when a superior/subordinate relationship exists between them.

If you believe that you have experienced or witnessed sexual harassment, following the process described in paragraphs 3 through 6 below.

b. HARASSMENT/DISCRIMINATION OTHER BASIS. Other prohibited harassment includes verbal or physical conduct which degrades or shows hostility or aversion toward an individual even partly because of a person's belonging to a protected class. Conduct similar to that described above as sexual harassment and discrimination, if based on one of these protected classifications is illegal. For example, verbal conduct such as epithets, jokes based on ethnicity, age-related derogatory comments, foul or obscene language or racial slurs will likely be unwanted and offensive to others resulting in unwelcome behavior that could be interpreted as harassing or discriminatory.

3. Employee Responsibilities. All employees of SAHQ Academy are responsible for taking appropriate action to prevent and eliminate harassment and discrimination at SAHQ Academy. If you experience discrimination or harassment, SAHQ Academy encourages you to firmly and promptly notify the offender that his or her conduct is offensive, even if it is not directed at you. If you choose not to address the issue directly with the person, or if the conduct continues you should report the conduct immediately. If you observe discrimination or harassment of another employee, student, visitor, or guest, by a fellow employee, report the concern immediately. At no time should you assume that inappropriate conduct between a student and an adult is acceptable, "consensual" or that it should not be reported because you are concerned that you misinterpreted the conduct.

4. Reporting Complaints. If you experience or observe harassment or discrimination you should bring your concerns directly to SAHQ Academy's Principal or the Business Manager. Your complaint will be promptly investigated by the individual to whom you reported or a third-party investigator, if appropriate. The complainant and the alleged offender will be instructed to limit their work contact with each other immediately, pending the outcome of the investigation.

5. NO RETALIATION. SAHQ Academy WILL NOT TOLERATE RETALIATION OR REPRISALS OF ANY TYPE AGAINST ANY EMPLOYEE WHO COMPLAINS OF HARASSMENT OR PROVIDES INFORMATION IN CONNECTION WITH ANY SUCH COMPLAINT. RETALIATION IS CONSIDERED TO BE MISCONDUCT AND GROUNDS FOR DISCIPLINARY ACTION, UP TO AND INCLUDING DISCHARGE.

6. Complaint Procedure, Investigation and Response. Complaints may initially be made verbally, however, the complainant must complete a “Harassment Complaint Form” to assist with the investigation process.

a. Normally, an investigation will include interviews with the complainant, and the alleged offender (who will be told of all of the allegations against him or her) and all witnesses or other relevant persons as necessary to establish the facts. All employee-witnesses, the complainant and the alleged offender are expected to cooperate in the investigation. Failure to cooperate or deliberately providing false information during an investigation, including the complaint itself, will be grounds for disciplinary action, up to termination or discharge. Other individuals, such as a third party investigator, may be involved to resolve the complaint. The investigator will collect and review all relevant documents.

b. SAHQ Academy will investigate every report of harassment or discrimination. In conducting an investigation, SAHQ Academy will respect the privacy of all concerned; however, complete confidentiality may not always be possible because of the need to conduct a complete and thorough investigation to ensure that both sides’ interests are fairly protected.

c. As soon as the investigation is finished, the investigator will meet with the individual’s supervisor or if appropriate the supervisor’s supervisor(s), and report whether he or she believes that discrimination or harassment has occurred. If the investigation results in a finding of discrimination and/or harassment, then the supervisor will determine the appropriate disciplinary action up to and including a recommendation to terminate or discharge the employee. The supervisor will inform the complainant and the alleged offender of the outcome of the investigation and his/her proposed disciplinary action. The date of the discussion with the respective party shall constitute the “determination date.”

d. Appeal. If the complainant or alleged offender is not satisfied with the outcome of a discrimination complaint, either employee may appeal that decision to the SAHQ Academy Governing Council or to a neutral third party, whichever is deemed appropriate by the Principal under the circumstances. The employee appealing the supervisor’s decision must submit a written appeal to the Principal with copies to the other party within five (5) working days of the determination date. The non-appealing party and supervisor of the appealing party has the option of submitting written materials in support of their respective positions

within three (3) working days from the date they receive the appealing parties' appeal.

e. Final Decision. The Governing Council or neutral third-party will inform the complainant/respondent of the appeal decision in writing within five (5) working days from the date the appeal was submitted. This is the final level of review in the internal complaint process. The time lines set forth in this policy may not be waived or extended by the Governing Council.

D. Religious Accommodation: Sometimes individuals hold religious beliefs or conduct religious practices that conflict with their work schedules or assigned responsibilities. SAHQ Academy will attempt to provide a reasonable accommodation for religious beliefs and practices of such individuals if to do so does not impose an undue hardship for employee's department, or interfere with the employee's ability to perform the essential functions of the position. If you would like to request reasonable accommodation based on your beliefs, you should contact the Principal or the Business Manager. You may be asked to provide appropriate documentation to support your request.

E. Employee Background Check: Prior to becoming an employee of SAHQ Academy, a comprehensive background check consisting of prior employment verification, professional reference checks, education licensure and certification confirmation, and a criminal background check is conducted in accordance with applicable laws.

F. Immigration Law Compliance: All offers of employment are contingent upon verification of your right to work in the United States. You will be asked to provide original documents verifying your right to work and, as required by federal law, to sign a Federal Form I-9, "Employment Eligibility Verification Form." If you at any time cannot verify your right to work in the United States, SAHQ Academy may be obliged to terminate your employment.

G. Personnel Records: The responsibility of handling personnel records and related personnel administration functions at SAHQ Academy has been assigned to the Business Manager. Questions regarding insurance, wages, and interpretation of personnel policies may be directed to him or her. SAHQ Academy strives to balance its need to obtain, use, and retain employment information with each individual's right to privacy. To this end, it attempts to restrict the personnel information maintained to that which is necessary for the conduct of its business or which is required by federal, state, or local law. The Principal (or designee) is responsible for overseeing the record keeping for all personnel information. Employees have a responsibility to ensure their personal records are up to date and should notify the Business Manager in writing of any changes in name; address; contact phone numbers; marital status (for benefits and tax withholding purposes only); number of dependents (for benefits and tax withholding purposes only); addresses and telephone numbers of dependents and spouse or former spouse (for insurance purposes only); in any of these items, please complete an "employee change" form and return to the Business Manager as soon as possible.

1. Contents of File. In addition, an employee's personnel file may contain the following information:

- a. Complete application for employment along with verification of qualifications for the position as outlined in job description;
- b. Professional license;
- c. Official transcript;
- d. Employee's contract;
- e. Signed job description;
- f. Pre-employment references;
- g. Signed acknowledgment that the employee has received the employee policies handbook, which includes separate acknowledgments that employee has received and understands policies on child abuse and neglect, confidentiality, equal employment opportunity, drug free workplace, conflicts of interest, employee complaints and problem solving, termination and discharge, employee discipline, email and computer usage, the employee code of conduct and confidentiality.
- h. Performance appraisals;
- i. Documented attendance education and training programs, including service courses and orientation;
- j. Any complaints, allegations, inquiries or findings of student abuse or neglect, warnings or disciplinary actions;
- k. Documentation of equipment issued to employee: keys, pagers, cell phones, etc.

2. Separate File. The following records will be maintained in a separate file, apart from the personnel file, for each employee:

- a. Employment medical records;
- b. INS (Immigration and Naturalization) I-9 Form;
- c. Worker's compensation records;
- d. Health records;
- e. Drug testing records;
- f. Fingerprint results/background check results.

3. Inspection of Personnel File. Employees may inspect their own personnel records in the presence of the Principal (or designee). Such an inspection must be requested in writing to the Principal (or designee) and will be scheduled at a mutually convenient time. Employees who feel that any file material is incomplete, inaccurate, or irrelevant may submit a written request to the Principal (or designee) that documentation to correct such materials be added to personnel files. Only supervisors and others in management who have an employment related need-to-know about another employee may inspect the personnel files of a particular employee.

H. Work Schedule:

1. Business Hours. SAHQ Academy generally operates from 7:00 am until 5:00pm. Work schedules will vary and are determined by the Principal. Please consult with the Principal if you have any questions concerning your work schedule.

2. Classroom Coverage. Students must be supervised at all times and are never left unattended. If you need to leave your classroom or work station, you must contact the Principal so adequate coverage can be arranged. If you need to leave the campus for any reason, you are required to notify the Principal, sign out at the front desk, and sign back in upon returning.

3. Absence or Lateness. If you are unable to report to work, or if you will arrive late, you are required to contact the office before 7:30 am. If you know in advance that you will need to be absent, you must request this time off directly from the Principal. If you are absent because of an illness, the Principal may require that you submit a written statement from your health care provider stating that you are able to resume your employment responsibilities. Unauthorized absences, lateness, or leaving campus may lead to disciplinary action, including possible dismissal.

4. Severe Weather and Emergency Conditions. In the event of severe weather condition or other emergencies, SAHQ Academy will follow the Albuquerque Public Schools schedule.

I. Recruitment

The SAHQ Academy selects applicants for employment on the basis of such factors as experience, character, conformity with SAHQ Academy's mission and philosophy, necessary credentials, and ability to perform their required duties. SAHQ Academy is committed to evaluating each applicant and employee on the basis of personal skill and merit. SAHQ Academy will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships.

SAHQ Academy actively seeks diversity in its student/parent body, faculty, staff and administration. SAHQ Academy is committed to equal employment opportunity. As previously stated, the SAHQ Academy does not discriminate on an individual's race, religion, color, creed, national origin, citizenship, disability, marital status, veteran status, sexual orientation or affection preference, age, sex, or any other classification protected by law. This policy governs all aspects of employment at SAHQ Academy, including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline and all other terms and conditions of employment.

The SAHQ Academy will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or date on an employment application may result in your exclusion from further consideration for employment and/or termination of employment.

The SAHQ Academy as all charter schools are required to finger print prospective employees for purposes of determining whether or not the prospective employee has a criminal history.

SAHQ Academy uses several sources to generate a pool of qualified applicants once a determination has been made that a vacancy exists. These sources may include word of mouth recommendations, job postings, mailings, informal networking, outside job fairs, on-campus recruiting, on-line internet services, etc.

J. Employee References.

All written or telephone requests for business references, whether addressed to an individual or SAHQ Academy, will be referred to the Principal (or designee) for reply. All information released on employees must be in writing, with a copy retained in the employee's personnel record. Without an employee's prior written authorization to release, the Principal (or designee) will only confirm that the employee works or has worked at SAHQ Academy.

K. Employee Requested Credit Checks.

All requests for business credit checks (salary confirmation) will be referred to the Principal (or designee) for reply when written authorization from the employee has been obtained. Replies to telephone requests for salary confirmation will be limited to confirming title, salary, dates of employment and employment status.

L. Compliance with Laws Affecting Child Welfare

Any employee, volunteer or contractor who knows or has a "reasonable suspicion" that a child has been victim of child abuse is required by law to report the instance immediately to one of the following child protective agencies: local law enforcement, the New Mexico

Department of Children, Youth and Families, or a tribal law enforcement or social services agency for any Indian child residing in Indian country. NMSA 1978 § 32A-4-3. Persons who violate reporting requirements are guilty of a misdemeanor. “Reasonable suspicion” arises when the facts surrounding the incident or situation could cause another person in the same situation to suspect child abuse.

1. Reporting responsibility. As noted, child abuse should be reported immediately by telephone to a child protective agency. The telephone call is to be followed by a written report within thirty-six (36) hours. There is no duty for the reporter to contact the child’s parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter will not notify the parent as required in other instances of removal. Child protective agencies responding to incident reports are prohibited from disclosing a reporter’s identity to a reporter’s employer.

2. “Abuse” defined. Child abuse is broadly defined as “a physical injury which is inflicted by other accidental means on a child by another person.” Child abuse can take the following forms:

- Sexual abuse: Sexual abuse means, in general, sexual assault or sexual exploitation. Sexual abuse does not include children who voluntarily engage in sexual activity with children of a similar age. However, such situations raise the issue of possible neglectful adult supervision. Pregnancy of a minor does not, in and of itself, constitute suspicion of child abuse.
- Neglect: Neglect occurs when a child’s custodian has failed to provide adequate “food, clothing, shelter, medical care, or supervision” that may or may not have resulted in any physical injury.
- Unlawful corporal punishment: Unlawful corporal punishment occurs when any person willfully harms or injures a child to such a degree that a traumatic condition results; and
- Willful cruelty or unjustifiable punishment: Child abuse also includes the situation where any “person willfully causes or permits any child to suffer...unjustifiable pain or mental suffering,” or when any person endangers a child’s health.

III. WAGE AND SALARY

A. SAHQ Academy – an equal opportunity employer: Employee compensation will be structured to attract, motivate, retain, and reward high quality personnel to effectively carry out the objectives of SAHQ Academy without regard to race, color, ancestry, religion, age, sex, national origin, disability, medical condition, status as a veteran, sexual orientation, spousal affiliation, gender identity or any other basis protected by federal, state or local law. SAHQ Academy will prioritize its expenditure of resources to achieve a competitive compensation position in public education in the local area market.

B. Pay Periods: The payroll period is a two week period from Mondays 12:00AM until Sundays 11:59 PM and you will be paid each subsequent Friday following the completion of that pay period. Your check will reflect your compensation for that pay period, less required payroll deduction. If you were hired after a payroll deadline (check with your supervisor), your first paycheck will be delayed until the second payday after you started work. You will be issued pay check every two weeks or 26 times per year.

Your deductions will be itemized on your payroll stub. You should review your paycheck stub carefully each payday. If, at any time, you have any questions about the amounts shown on your paycheck or how they are calculated, you should contact the Business Manager. If you have been overpaid, and it is later discovered, you will be required to return the overpayment in full to SAHQ Academy.

C. Basis for Determining Pay: SAHQ Academy Governing Board adopts a salary schedule each year based upon education, experience, and legislative mandates.

D. Salary Increases: Each job class or licensing level presently has a salary range. Increases beyond the initial or minimum salary for your class or license level may be granted annually until the employee reaches the top step of their salary range. If you receive a new job at a higher or lower level of pay, your salary will be adjusted according to the salary schedule rules that are adopted by the SAHQ Academy governing council.

E. Direct Payroll Deposit: Direct payroll deposit is the automatic deposit of your pay directly into a financial institution account. Contact the Business Manager for details and the necessary authorization forms. This is a benefit we provide for your convenience. We encourage all employees to take advantage of this service.

F. Mandatory Deductions from Paycheck: Federal, state and local income taxes and your contribution to Social Security and New Mexico Educators retirement system will be deducted from your pay check as required by law. These deductions will be itemized on your check stub. The amount of the deductions will depend on your earnings and on the information you furnish on your W-4 form regarding the number of exemptions you claim. If you wish to modify the number of deductions, please request a new W-4 form from the Business Manager. Only you may modify your W-4 form. *Verbal or written instructions are not sufficient to modify withholding allowances.* We advise you to check your pay stub to ensure that it reflects the proper number of withholdings. Other mandatory deductions from your paycheck include court-ordered garnishments or support deductions. If SAHQ Academy receives a court order mandating that your pay be garnished you will be notified and provided a copy of the order. SAHQ Academy will comply with the court order until such time as you provide a subsequently dated and signed court order directing SAHQ Academy to cease making the deduction from your pay check.

G. Reimbursement for Travel and Expenses: Employees will be reimbursed for authorized travel and per diem expenses pursuant to New Mexico Travel and Per Diem Rule, NMAC 2.24.2 as amended. You must obtain prior written authorization for expenditures for which you expect

to be reimbursed for by SAHQ Academy. Failure to follow the appropriate procedures prior to incurring an expense for which you want to be reimbursed, may result in a denial of your request for reimbursement.

H. Employment Classifications: Your position at SAHQ Academy is classified as either regular full-time, part-time or short-term. In addition, you are classified as either non-exempt or exempt. Certain policies and procedures outlined in the Employee Handbook may apply differently to you depending on how your job position is classified. If you have a question concerning applicability of any particular provision, contact the Principal or the Business Manager prior to signing the receipt for the Handbook.

1. **Non-Exempt and Exempt Employees.** At the time you are hired or you transfer to a new position, you will be classified as either “exempt” or “non-exempt.” This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per workweek. These employees are referred to as “non-exempt” in the Employee Handbook. This means that they are not exempt from (and therefore should receive) overtime pay.

Exempt employees are Principals, business managers, teachers, counselors, social workers, and others whose duties and responsibilities allow them to be “exempt” from overtime pay provision as provided by Federal Fair Labor Standards Act (FLSA) and any applicable state laws.

2. **Full-Time Employees.** An employee who works 40 hours per week, is considered a full-time employee.

3. **Part-Time Employees.** An employee who is regularly scheduled to work less than 40 hours per week is considered a part-time employee. If you are a part-time employee working less than 25 hours per week, you are not eligible for the employee benefits described in the Employee Handbook. Benefits will be prorated for employees working between 25-39 hours per week.

4. **Overtime Pay.** If you are a non-exempt employee you will be paid overtime in accordance with state and federal laws. Any overtime must be approved in advance by your supervisor; failure to obtain authorization prior to working overtime may result in disciplinary action. For purposes of determining overtime pay, SAHQ Academy’s work week shall be from 12:00 AM Monday until 11:59 PM Sunday.

IV. PERFORMANCE

A. Performance Reviews: The principal will follow governing council policies and New Mexico Public Education Department requirements when conducting performance reviews for all licensed and certified personnel. The performance reviews will be conducted collaboratively between the Principal and SAHQ Academy employees. Non-exempt employees will be

evaluated annually; licensed personnel will be evaluated in a manner consistent with PED regulations. The SAHQ Academy Principal will be evaluated no less frequently than once per year by SAHQ Academy Governing Council.

The Principal will conduct a performance evaluations aligned to the teaching standards, school goals and student performance outcomes.

The Performance Evaluation System will support a high performance school by encouraging employees to put forth their best effort, focusing all employees on the school's main goals, rewarding and retaining employees based on outcomes/results, and providing continuous feedback for employee development. The system provides detailed data in designing goals and determining performance metrics in relationship to student performance.

SAHQ Academy will follow the New Mexico Public Education Teacher Evaluation system, with 50% of the professional evaluation based on improvements, 25% based on locally adopted other multiple measures and 25% based on classroom observation. The Head Administrator will be responsible for evaluation instructional staff. During orientation, faculty and staff will receive extensive training on the process including information regarding the combination of measures and student achievement measures that are required by the NMPED, Head Administrator and the Teacher Evaluation Model.

A structured observation process will be adopted that includes:

- A Pre-observation conference to determine areas of focus and goals
- A formal observation conducted by the Head Administrator or other licensed administrator
- A post-observation debrief/reflection that includes actionable feedback for teachers

First and second year teachers will be formally observed each month with tenured teachers evaluated at least twice a year. Teachers will be rated at one of five levels; exemplary, highly effective, effective, minimally effective and ineffective. Those rated as minimally effective and ineffective must work with SAHQ Academy's Head Administrator or Lead Teacher to determine prescriptive steps with measurable outcomes and timelines that must be completed by the teacher in order to correct the identified deficiency. The Head Administrator will also evaluate non-instructional duties base on an individual's job description.

In addition, the Professional Team and staff will regularly participate in mentoring, collaborative observations, constructive critique and professional development. Leadership will participate in all necessary trainings with the NMPED in order to ensure that implementation is in alignment with current NMPED requirements to conduct and track teacher observations and collect the data needed to successfully implement the system from day one.

During a formal performance review the Principal may cover the following areas:

- The quality and quantity of your work
- Strengths and areas of improvement
- Initiative and teamwork

- Attendance
- Customer service mindset
- Problem solving skills.
- Ongoing professional growth and development.
- All other competencies for your position, level of licensure or certification.

Additional areas will also be reviewed as they relate to your specific job.

Your review provides an opportunity for collaborative, two-way communication between you and the Principal. This is a good time to discuss your interests and future goals. The Principal is interested in helping you to progress and grow in order to achieve personal as well as work-related goals. The Principal can answer any questions you may have about the performance review process.

The Principal uses your annual performance evaluation as a factor in recommending your rate/salary increase, promotions, or award of subsequent contracts, if any. Your performance evaluation may also be impacted by your willingness to follow and cooperate with SAHQ Academy's employee conduct policies as described in this Handbook or other directives or instruction give to you by the Principal or your supervisor.

V. STANDARD OF CONDUCT

Generally speaking, we expect each employee to act in a mature and responsible way at all times. Educational professionals are required to comply with the New Mexico Code of Ethical Responsibility of the Education Profession. 6.30.9 NMAC. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed below, please see the Principal for an explanation.

A. Smoking: The use of Tobacco, or tobacco products at SAHQ Academy or any SAHQ Academy-sponsored functions, events or activities is prohibited for students, faculty, and staff.

B. SAHQ Academy and Staff Meetings: On occasion, we may require that you attend a meeting or school function outside your duty day. If you are a non-exempt employee, you will be paid for time spent. Prior approval by the Principal will be required for any overtime.

C. Computer Software (Unauthorized Copying): SAHQ Academy licenses the use of computer software from a variety of outside companies. SAHQ Academy does not have the right to reproduce the software or to grant licenses for other users. Employees shall use the software only in accordance with the software publisher's license agreement. As a rule do not download school-purchased software on any other computer without verifying the right to do so. Illegal reproduction of software can subject an employee to civil damages and criminal penalties, including fines and imprisonment. In addition, violation of this policy will result in disciplinary action up to and including discharge or termination from your employment.

D. Employee Technology Acceptable Use Policy: SAHQ Academy provides technology resources and business equipment to its staff for educational and administrative purposes. This

policy governs the use of business equipment, computers and telephonic communication systems, including email, Internet and Internet systems (collectively referred to as technology resources). The use of SAHQ Academy technology resources is a privilege granted to employees for the enhancement of job-related functions. Violation of which may result in disciplinary actions.

SAHQ Academy does not attempt to articulate all possible violations of this policy. In general, users are expected to use SAHQ Academy computers and computer networks in a responsible, polite, and professional manner. Users are not allowed to:

1. Knowingly send, receive, or display sexually oriented images, messages, or cartoons.
2. Knowingly or recklessly send, receive, or display communications that ridicule, disparage, or criticize a person, a group of people, or an organization based upon race, national origin, sexual orientation, age, disability, religion, or political beliefs or for any other reason.
3. Knowingly send, receive, or display communications that demand, threaten, insult, harass, or defame others.
4. Knowingly send, receive, or display communications that disparage or berate SAHQ Academy, Board Members, or employees, or diminish employee productivity and/or professionalism.
5. Violate any local, State or Federal statute or regulation including, but not limited to copyright laws.
6. Solicit, endorse, or proselytize others for commercial ventures, outside organizations, or religious, social or political causes.
7. Disrupt, disable, damage, or interfere with services, equipment, or other users.
8. Access, assist, or allow others to access equipment, files, passwords, user codes, or information without authorization.
9. Use SAHQ Academy computers for personal business unless that equipment has been assigned to you for individual use.

SAHQ Academy reserves the right to review, audit, intercept, access, and disclose all matters placed on SAHQ Academy technology resources, as business conditions and/or security considerations warrant, without employee notice, during or after employee working hours. The use of SAHQ Academy provided password by an employee does not restrict SAHQ Academy's right to access electronic communications. While SAHQ Academy does not regularly monitor electronic communications it reserves the right to do so without notice. **SAHQ Academy reserves the right to access and monitor the use of SAHQ Academy technology resources. No employee should have any expectation of privacy in connection with the use of this**

equipment or the transmission receipt, or storage of information in such equipment, whether the information is personal or school-related.

E. Dress Code and Personal Appearance: Please understand that you are expected to dress and groom yourself in accordance with accepted social and business standards. You are expected to be suitably attired and groomed during working hours or when representing SAHQ Academy. If the Principal decides that your attire and/or grooming are inappropriate for SAHQ Academy you may be asked to leave your workplace until you are properly attired and/or groomed. Employees who violate dress code standards may be subject to disciplinary action.

F. Drug-Free Workplace Policy: Employees who work while under the influence of alcohol or drugs present a safety hazard to themselves, their co-workers and students. In addition, employees who work under the influence of alcohol or drugs threaten SAHQ Academy's reputation and integrity. SAHQ Academy policy is to create a drug-free workplace in accordance with the Drug Free Workplace Act of 1988. The unlawful manufacturing, distribution, dispensation, possession, sale, or use of a controlled substance in the workplace or while engaged in business off premises, such as at a parent's home, are strictly prohibited.

Prohibition and Standards.

1. General Prohibition. No employee or student will unlawfully possess, use, distribute, dispense, manufacture or be under the influence of alcohol or drugs while on SAHQ Academy grounds; at SAHQ Academy sponsored or supervised activities (e.g. field trips); in any SAHQ Academy owned, leased or used vehicle; while engaged in or going to or from SAHQ Academy activities; or, while attending a SAHQ Academy-related activity (e.g. workshop).
2. Definition of Drug. For purposes of this policy, the term "drug" will include any "illicit drug," "controlled substance," "marijuana," "cannabis," "opiate," "hallucinogen," "narcotic," or other unlawful drug purposes of federal or state law including, but not necessarily limited to the Drug-Free Workplace Act, the Drug-Free School and Communities Act Amendments, the U.S. Controlled Substances Act and the New Mexico Controlled Substances Act. NMSA 1978 §§30-31-1 et seq.
3. Exceptions. This policy is not intended to prevent possession of a controlled substance if it was obtained directly pursuant of a valid prescription or order, from a physician, dentist or other person duly licensed, registered, or otherwise permitted under federal and state law to distribute or dispense the substance in the course of professional practice. If an employee is taking prescribed or over-the-counter medication that may affect work performance, this information should be immediately reported to the Principal or the designee.
4. Conditions of employment. As a condition of employment, each employee will abide by the terms of this drug-free workplace policy. Every employee is required to notify the Principal of any criminal drug conviction or plea of no contest for a violation occurring in the workplace no later than five (5) days after such conviction.

5. Sanctions. Where an employee violates the terms of this policy or is convicted of violating a criminal drug statute for an offense occurring in the workplace, the employee will be subject to sanctions, consistent with law and policy, which may include either appropriate personnel action against the employee, up to and including termination; or, a requirement that such employee satisfactorily participate in a drug-abuse assistance or rehabilitation program approved for such purpose by a federal, state or local health agency, law enforcement or another appropriate agency. The employee will be responsible for all uninsured costs associated with any such program.

G. Acceptance of Gifts: Advance approval from the Principal is required before an employee may solicit a gift on behalf of SAHQ Academy. SAHQ Academy staff members are not to receive payment for tutoring, counseling, advising or providing services related to special programs from any student assigned to their classroom or other school functions.

H. Employment of Relatives: If you and members of your family are employed by SAHQ Academy, one may not supervise the other nor work in the same department. If the employees are unable to develop a workable solution, the Principal will decide which employee may be transferred in such situations. Family members include the employee's spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, step-parent, domestic partner (a person with whom the employee's life is interdependent and with whom the employee shares a mutual residence), brother, sister, brother-in-law, sister-in-law, daughter or son of the employee's spouse or domestic partner, and any relative living in the household of the employee or domestic partner. Should two employees who work together or supervise each other enter into a personal, non-work related, relationship, one or both employees may have to be transferred.

No person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, of the head administrator may be employed by SAHQ Academy unless approved by the Governing Council. The Governing Council may not hire a head administrator who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law of any member of the Governing Council.

I. Solicitations and Distributions: Solicitation for any cause during working time and in working areas is not permitted. You are not permitted to distribute non-SAHQ Academy literature in work areas at any time during working time. Employees are not permitted to sell raffle chances, merchandise or otherwise solicit or distribute literature without management approval. Persons not employed by SAHQ Academy are prohibited from soliciting or distributing literature on SAHQ Academy property.

J. Confidentiality: As an employee of SAHQ Academy, you may learn confidential information about students, other employees or school business (together referred to as "confidential school information"). During and after employment with SAHQ Academy, confidential SAHQ Academy information may not be shared with non-employees of SAHQ Academy and may only be shared with other SAHQ Academy employees on a need-to-know

basis. If you violate this policy, disciplinary action will be taken up to including termination or discharge.

SAHQ Academy will provide employee information to outside agencies only upon written authorization of the employee or as provided by law. Only the Principal or his/her designee can make decisions about releasing confidential personnel information. Most banks, credit agencies, or other parties requiring employment information will provide you with an appropriate form. You must provide a written and signed authorization form to the school, before SAHQ Academy will release your personal information. SAHQ Academy's standard reference letters are limited to confirming dates of employment, job title, and current rate of pay. All requests for employment verification must be received by the Principal or Business Manager in writing. SAHQ Academy's response will be in writing. SAHQ Academy does not provide letters of recommendation.

SAHQ Academy protects employee's confidentiality and expects the employees to protect confidential school information as well. No one should provide any information about an employee and must refer any phone calls seeking such information to Principal or Business Manager. Under no circumstances will SAHQ Academy verify employment by telephone.

In addition, SAHQ Academy also expects that you respect the privacy of your fellow employees, both with employees and non-employees. Personal information about any employee may not be discussed with other employees or non-employees without written authorization. Breaching confidences may be grounds for disciplinary action up to and including termination or discharge.

K. Employee Privacy: SAHQ Academy reserves the right to search any person entering on its property or offsite while performing services for SAHQ Academy and to search property, equipment, and storage areas including but not limited to, clothing, personal effects, vehicles, buildings, rooms, facilities, offices, parking lots, desks, cabinets, lunch and equipment boxes or bags, and equipment. Any items that you do not want to have inspected should not be brought to work.

L. Basis for Conduct-Related Discipline: In addition to the foregoing described standards of conduct, the following is a list of unacceptable activities that can result in disciplinary action, up to and including termination. This list should NOT be considered comprehensive and nothing in this list alters the at-will nature of employment for some employees.

1. Violation of any SAHQ Academy policy.
2. Violation of security or safety rules or failure to observe safety rules or SAHQ Academy safety practices.
3. Negligence or any careless action which endangers the life or safety of another person.
4. Being intoxicated or under the influence of a controlled substance, including alcohol, while at work; use, possession or sale of controlled substance in any quantity while on

SAHQ Academy premises, except medications prescribed by a physician to the employee in possession and which do not impair work performance.

5. Unauthorized possession of dangerous or illegal firearms, weapons or explosives on SAHQ Academy property at any school sponsored event.
6. Engaging in criminal conduct or acts of violence, or making threats of violence toward anyone on SAHQ Academy premises or when representing SAHQ Academy; fighting, or provoking a fight on SAHQ Academy property.
7. Insubordination or refusing to obey reasonable instructions or directives issued by your supervisor while at work; unreasonable refusing to help out on a special assignment.
8. Threatening, intimidating or coercing fellow employees on or off the premises at any time, for any purpose.
9. Intentional or negligent destruction of or damage to school property, or the property of fellow employees, customers, suppliers, or visitors in any manner.
10. Theft or unauthorized possession of school property or the property of fellow employees; unauthorized possession or removal of any school property, including documents, from the premises without prior permission from administration; unauthorized use of school equipment or property for personal reasons; using school equipment for personal profit or business.
11. Dishonesty; falsification or misrepresentation on your application for employment or other work records; untruthfulness about sick or personal leave; falsifying reason for a leave of absence or other data requested by SAHQ Academy; unauthorized alteration of SAHQ Academy or student records or other documents.
12. Spreading malicious gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee's ability to perform his/her job; restricting work output or encouraging others to do the same.
13. Immoral conduct or indecency on SAHQ Academy property.
14. Conducting a lottery or gambling on SAHQ Academy premises or when using SAHQ Academy property and/or equipment.
15. Unsatisfactory or careless work, failure to meet work productivity or work quality standards.
16. Any act of harassment as described above.

17. Leaving work before the end of a workday or not being ready to work at the start of a workday without approval of your supervisor; stopping work before time specified for such purposes.
18. Sleeping or loitering during work hours.
19. Excessive use of SAHQ Academy telephones for personal calls.
20. Smoking on SAHQ Academy property or in SAHQ Academy vehicles.
21. Creating or contributing to unsanitary conditions.
22. Failure to report an absence or late arrival; excessive absence or lateness.
23. Obscene or abusive language toward any supervisor, employee, parent, or student; indifference or rudeness; any disorderly/antagonistic conduct on SAHQ Academy premises.
24. Speeding or careless driving vehicles.
25. Failure to immediately report damage to, or an accident involving, SAHQ Academy equipment or property.
26. Unauthorized soliciting during working hours and/or in working areas; selling merchandise or collecting funds of any kind for charities or other without authorization during business hours, or at a time or place that interferes with the work of another employee on SAHQ Academy premises.
27. Failure to use required timesheets, alteration of your own timesheet or records or attendance documents, punching or altering another employee's timesheet or records, or causing someone to alter your timesheet or record.
28. Any other act or omission which impairs or restricts the ability of SAHQ Academy to provide a safe and healthy environment for employees and students.

M. Discipline Process: A number of tools are utilized to motivate, correct and/or discipline employees, including, but not limited to verbal and written warnings, suspensions, and discharge or termination as determined to be appropriate in each individual circumstance.

If your work performance is unsatisfactory or if your conduct on the job becomes a problem, your supervisor may counsel you and work with you to help resolve the issues. You may initiate this counseling as well. Your supervisor may but is not required to a progressive, corrective process. This disciplinary process may involve, but is not limited to, oral written warnings, probation for poor work performance/habits, disciplinary suspension, and termination. If progressive discipline is not considered appropriate, however, the sequence described above will not be followed.

THE PRINCIPAL RESERVES THE RIGHT TO DISCIPLINE AN EMPLOYEE BY TAKING WHATEVER ACTIONS, AT HIS/HER DISCRETION, DEEMS TO BE APPROPRIATE AND IN THE BEST INTERESTS OF THE SCHOOL, UP TO AND INCLUDING TERMINATION OR DISCHARGE.

In the case of serious misconduct, it may be necessary to protect the safety and security of the workplace by suspending or place the involved employees on administrative leave in order to remove them from the workplace. In addition, in some instances, while your supervisor is investigating and considering appropriate action, you may be relieved from duty pending a full investigation of the circumstances. The investigation may have one of the following results: (a) if the circumstances do not justify suspension, you will be allowed to return to work, although other disciplinary action may be taken; (b) if the circumstances do justify suspension you will be notified of the suspension and dates and conditions for returning to work. You will not be paid or accrue sick leave (if applicable to you) for the period suspension occurs; or (c) if the circumstances justify termination, and you are not a “tenured” employee within the meaning of New Mexico School Personnel Act, you will be dismissed and a final paycheck will be issued excluding time of unpaid suspension. If you are a “tenured” employee and the circumstances justify termination or discharge, the process outlined in this handbook will be followed.

N. Grievance Procedures for on the Job Problems: As an employee of SAHQ Academy and an important member of our team, we are concerned that on-the-job problems are brought to the attention of SAHQ Academy. Many problems tend to arise out of misunderstanding or lack of complete information. If problems are kept hidden, they tend to fester and to grow out of proportion to their seriousness. If you feel that anything has occurred that is in any way unfair to you, or if you have any complaints, request or constructive criticism, the best way to eliminate the problem is to talk it over. If the problem involves harassment of any kind please see Article II, C.4.

1. Applicability. This grievance procedure policy does not apply for complaints about the following situations:

- The contents of an evaluation or the discretionary act(s) of professional judgment relating to the evaluation of the work performance of any employee by his/her immediate supervisor;
- Discharge or termination decisions (See below);
- Situations in which the remedy for the alleged violation resides exclusively in some person, agency, or authority other than SAHQ Academy, its Principal or Governing Council;
- A former employee cannot file a grievance after the effective date of separation from employment.

2. Grievance process.

(a) Step 1. All problems should be taken to your immediate supervisor first for discussion. Your supervisor is always ready and willing to answer your questions about your work or your progress. If you have ideas for doing things a better way or encounter a problem about practices discussed herein or if any problems arise in the course of your work, talk to your supervisor. In most instances, the problem can be immediately solved after this first step is taken.

(b) Step 2. If, after talking to your supervisor, you have not received a satisfactory explanation or decision, you should notify your supervisor that you wish to present the problem to the Principal. To do this, write a statement to the Principal that includes:

- Your name and position;
- What the problem is;
- When you discussed it with your supervisor;
- What your supervisor's response was;
- Why you disagree; and
- What you suggest as the proper response to the problem you raised.

The Principal will investigate and will discuss the outcome of his/her review of the supervisor's proposed resolution of the problem with you.

(c) Step 3. If you feel you did not receive a satisfactory resolution from the Principal or decision, you should notify the Principal that you wish to present the problem to a neutral third party. To do this, write a statement to the Principal that includes:

- Your name and position;
- What the problem is;
- When you discussed it with your supervisor;
- What your supervisor's response was;
- Why you disagree; and
- What you suggest as the proper response to the problem you raised.

The person designated by the Principal will make recommendations for a proposed resolution to the Principal and will discuss the recommendation with you. The Principal may, but is not required to accept the third party neutral's recommendation, or meet with you and the third party to reach a compromise solution, or the Principal may reject recommendation and reach a decision about the grievance that will be final.

In all cases if an immediate decision is possible, it will be given to you; if not, you will be informed of a time when an answer will be available.

We urge that you begin all problems or complaints out into the open since only in this manner can any action be taken by the company. All complaints should be brought no later than ten (10) school days from the complained of incident. This is so to insure that a proper investigation and fair evaluation can take place.

VI. TERMINATION AND DISCHARGE

A. Definitions.

1. Termination. In the case of a licensed employee, “termination” means non-renewal of a contact at the end of its term. For all other employees, “termination” means severing or ending the employment relationship.
2. Discharge. Discharge means to sever the employment relationship of licensed personnel or employees under contact before the end of the existing contact.
3. Just cause. Just cause refers to a reason for termination or discharge that is rationally related to an employee’s competence or moral turpitude or the proper performance of his/her duties and that is not in violation of the employee’s civil or constitutional rights.

B. Termination/Discharge Policy for Employees with Less than Three (3) Consecutive Years of Service:

1. General. SAHQ Academy may terminate an employee (licensed or non-licensed) with fewer than three (3) years of consecutive service for any reason it deems sufficient.
 - a. Non-contract employees. Employees with three (3) years or less of consecutive service and who are not employed pursuant to a contract are considered at-will employees. A written notice of termination will be provided to the employee.
 - b. Contract employees. Contract employees with three (3) years or less of consecutive service; i.e., who have not been reemployed under a third consecutive contract, may be terminated by non-renewal of their contacts without cause.
2. Protest Procedure for Employees with Less than Three (3) Consecutive Years of Service. For an employee of less than three (3) consecutive years who was terminated or whose contact was not renewed, there is not protest procedure because such an employee may be terminated or not renewed without cause. However, an employee of less than three (3) years may request a written explanation from the Principal that details the rationale for his/her termination or non-renewal. Requests for an explanation will be made in writing and delivered to the Principal no later than five (5) working days after receipt of the notice of termination or notice of non-renewal. Reasons for the determination will be provided to the employee within ten (10) days of receiving his/her request. The decision of the Principal to terminate is final and not subject to appeal.

C. Termination/Discharge Policy for Employees with Three (3) Years or More Years of Consecutive Service.

1. Non-Contract and Contract: No employee who has been employed by SAHQ Academy for three (3) years or more of consecutive service may be discharged except for just cause.
2. Protest Procedure. SAHQ Academy provides the following procedures for challenges to termination or discharge decisions for employees with three (3) or more years of consecutive service:
 - a. Request for Statement of Rationale. An employee who has been employed by SAHQ Academy for three (3) consecutive years and who receives a notice of termination (for licensed personnel a notice of non-renewal) may request a written statement of the reasons for non-renewal. The Principal will provide a written statement of the rationale within five (5) working days from the date he/she receives the request.
 - b. Hearing before the Governing Council. If after receiving the Principal's written reasons for termination, the employee contends that the reasons do not constitute just cause, the employee will be granted permission to address his/her objections to termination to the Governing Council by following these steps:
 - i. The employee must submit a written request for a hearing before the Governing Council within ten (10) days after receiving the written rationale for termination from the Principal. The request for hearing must include a statement explaining why the employee believes that he/she was terminated for reasons that do not constitute just cause. In addition, the statement must include facts, supporting documentation and potential witnesses who will support the employee's position.
 - ii. If the employee provides a statement explaining why he/she believes there was not just cause for his/her termination, the Governing Council will meet to hear the employee present his/her statement in no less than five (5) and no more than fifteen (15) working days after receipt of the employee's written statement.
 - iii. At the hearing, both the employee and the Governing Council may have representation of their choice, but at their own expense. Both parties will notify the other no later than 10 calendar days prior to the scheduled hearing date whether either will have an attorney present. Failure to notify the other of having an attorney representative will be good cause to postpone the hearing.

iv. Rules of Hearing:

(A) The hearing will be conducted in accordance with the provision of the Open Meetings Act; i.e. the meeting will be held in a public session. The SAHQ Academy Governing Council, however, reserves the right to deny an open meeting if the grounds for termination are based on issues that will include identifiable student information and the employee has not secured a full release from the named student's legal guardian at least three days prior to the proceedings. The employee must provide the original release to the school.

(B) The Principal will first state the reasons for termination and present the factual support for those reasons. The reasons will be limited to those first provided to the employee after his/her request for an opportunity to address the Governing Council.

(C) The employee will next state his/her reasons and factual support for contending that the termination was not for just cause. Those reasons and factual support must be the same as those provided in the employee's written response to the statement provided by the Principal.

(D) The Principal may offer such rebuttal testimony that she deems appropriate.

(E) Each party, including the Governing Council may question all witnesses.

(F) Only evidence presented at the hearing will be considered and the Governing Council is only required to consider that testimony it considers reliable.

(G) No record will be kept of the hearing.

(H) The Governing Council will notify the employee and the Principal of its decision in writing within five (5) working days from the conclusion of the meeting.

[Reference, NMSA 1978 §22-10A-24.]

D. Appeals from Determination by Governing Council: Arbitration. Either the terminated employee or other representative of SAHQ Academy may appeal the decision of the Council. The matter will be appealed to an independent arbitrator who will hear all evidence as if presented for the first time. The arbitration process takes place as follows:

1. **Timely Request.** The employee must submit a request for appeal in writing that states his/her reasons for the appeal to the President of the Governing Council within five (5) working days from the receipt of the Governing Council's written decision. The request for appeal must include a statement of facts supporting the basis for appeal. Failure to submit a timely appeal will bar the employee's objection to the decision for the Governing Council and will render the Governing Council's decision final.

2. **Selection of Arbitrator.** The Governing Council and the employee will meet within ten (10) working days from the receipt of the employee's request for appeal to select an independent arbitrator. If they cannot make a choice, they will ask the presiding chief judge of the Second Judicial District Court for the State of New Mexico to select an individual to hear the matter. The judge will make the selection within five (5) days of the request. The arbitrator selected must be experienced in school employment matters and must have no financial, personal or other direct interest in the outcome of the proceedings.

3. **Scope of Arbitration.** The arbitrator will hear all of the evidence presented and not be limited to a review of the Governing Council's decision. The issue before the arbitrator will be limited to whether the evidence presented demonstrates just cause for termination.

4. **Date of Arbitration.** The arbitration will be held within thirty (30) working days from the date the arbitrator is selected. Notice of the hearing will be provided by the arbitrator which will include the date, time and location of the hearing.

5. **Rules of Arbitration:**

a. SAHQ Academy and the employee may have representation of their choosing, but at their own expense. Both parties will notify the other no later than 10 calendar days prior to the scheduled hearing date whether either will have an attorney present. Failure to notify the other of having an attorney representative will be good cause to postpone the hearing.

b. Discovery will be limited to depositions and requests for production of documents on a time schedule to be determined by the arbitrator.

c. The arbitrator has the power to issue subpoenas for witnesses and documents and to administer oaths.

d. The New Mexico Rules of Civil procedure will not be strictly enforced, however, the rules will apply to the extent that both contentions and responses are amply and fairly presented.

e. The Rules of Evidence will not strictly apply, but the arbitrator will permit either party to call and examine witnesses, to cross-examine witnesses and to introduce evidence. The arbitrator will require reasonable substantiation of

statements and authentication of records where the accuracy or truth is in reasonable doubt.

f. The Governing Council will have the burden to show by a preponderance of evidence that the employee was terminated for reasons the constitute just cause.

g. If the Governing Council cannot show just cause, or the employee sufficiently rebuts the Governing Council's reasons, then the arbitrator will reverse the decision to terminate and order reinstatement of the employee.

h. Either the employee or SAHQ Academy may record the proceedings at their own expense, but it will not constitute an official record for purposes of further appeal.

i. Departures from these procedures are considered harmless unless the party can demonstrate prejudice.

6. Decision. The arbitrator will issue a written decision within thirty (30) working days of the hearing, which will contain findings of fact and conclusions of law.

7. Remedies. The only remedies available to an employee who has been reinstated by the decision of an arbitrator are: reinstatement; back pay, but subject to any scheduled salary increase to which the employee may be entitled; or, both, less an offset for any compensation received by the employee during the period the compensation was terminated; e.g., unemployment benefits.

8. Binding Decision. Decisions by the arbitrator are final and binding on both SAHQ Academy and the employee. The decision may not be appealed unless the decision was procured by corruption, fraud, deception or collusion, in which case it will be appealed to the Second Judicial District Court for the State of New Mexico.

9. Costs/Fees. The employee and SAHQ Academy will pay their own fees, expenses and costs. The arbitrator can assign to either party or both parties the fees and costs of the independent arbitrator.

E. Report to PED: SAHQ Academy is required to file a record with the New Mexico Public Education Department of all terminations and all actions arising from terminations annually. [Reference NMSA 1978 §22-10A-25 (2003)]

F. Termination/Discharge Policy for Other Personnel Exempt from Protest Procedures: In addition to employees who have less than three (3) consecutive years of employment, the rights to due process protests upon termination do not apply to the following SAHQ Academy personnel:

1. Certified school instructors employed to fill the position of certified school instructor entering military service;

2. Persons employed as licensed school administrators;
3. Non-certified school employees employed to perform primarily school-wide management functions. [Reference NMSA 1978 §22-10A-26 (2003)]

G. Termination/Discharge Policy for Contract Employees Discharged Prior to Contract Term: A contract employee may be discharged prior to the end of his/her contract term for just cause according to the following procedures:

1. Notification and Immediate Removal.
 - a. Notice of discharge. The Principal will serve written notice (certified mail return receipt requested) or will arrange personal delivery retaining a receipt signed and dated by the employee, of intent to recommend to the Governing Council that the employee be discharged. Service otherwise consistent with the rule of civil procedure will be sufficient to complete service as meant by these provisions.
 - b. Stated reasons. The notice will include the reasons for the Principal's decision to discharge the employee along with a written description of the employee's right to a hearing before the Governing Council.
 - c. Immediate Removal. In the event that the Principal determines that it is necessary to immediately remove the employee from the school premises, the employee will be placed on paid administrative leave pending the outcome of a hearing on the Principal's decision to discharge.
2. Protest Procedure/Hearing. A contract employee who receives a notice of discharge may request a hearing before the Governing Council by giving the Principal a written notice of his/her decision to request a hearing within five (5) working days of receipt of the notice to discharge.
 - a. Date of hearing. If the employee timely notifies the Principal that he/she is requesting a hearing on the notice of discharge, a hearing will be scheduled by for no less than twenty (20) and no more than forty (40) working days after the Principal receives the written election from the employee. The employee will have at least ten (10) working days prior notice of the hearing date.
 - b. Hearing Procedures.
 - i. SAHQ Academy and the employee may have representation of their choosing, but at their own expense. Both parties will notify the other no later than 10 calendar days prior to the scheduled hearing date whether either will have an attorney present. Failure to notify the other of having an attorney representative will be good cause to postpone the hearing.

ii. Discovery will be limited to depositions and requests for production of documents, which will be completed prior to the hearing.

iii. The Governing Council will have the authority to issue subpoenas for the attendance of witnesses and to produce documents and other evidence at the request of either party and will have the power to administer oaths.

iv. SAHQ Academy will have the burden of proving the just cause for discharge by a preponderance of the evidence. The evidence at the hearing will be limited to the reasons as stated in the notice of discharge.

v. SAHQ Academy will present its evidence first; the employee will present second; either party may present witnesses and introduce documents to prove their respective case.

vi. An official record must be kept of the preceding and the employee is entitled to one copy at the expense of SAHQ Academy.

vii. The Governing Council will render its written decision within twenty (20) calendar days of the conclusion of the hearing and deliver its decision to the employee by certified mail return receipt requested or by personal delivery.

3. Appeal from Decision on Discharge: Arbitration. Either the discharged contract employee or representative(s) of SAHQ Academy may appeal the decision of the Governing Council. The matter will be appealed to an independent arbitrator who will hear all evidence as if presented for the first time.

a. Request Appeal/Arbitration. To request an appeal the employee must state his reasons for the appeal in writing ("request for appeal") and submit it to the President of the Governing Council within five (5) working days from the receipt of the Governing Council's written decision. The appeal must contain a statement of the particular reasons the employee believes the Governing Council's decision was incorrect and include a statement of facts supporting his/her decision.

b. Timely Appeal. Failure to submit a timely appeal will bar the employee's right to object to the decision of the Governing Council and will render the Governing Council's decision final.

c. Selection of Arbitrator. The Governing Council and the employee will meet within ten (10) working days from the receipt of the employee's request for appeal to select an independent arbitrator. If they cannot make a choice, they will ask the presiding chief judge of the Second Judicial District Court for the State of New Mexico to select an individual to hear the matter. The judge will make the selection within five (5) days of the request. The arbitrator selected must be

experienced in school employment matters and must have no financial, personal or other direct interest in the outcome of the proceedings.

d. Scope of Review. The arbitrator will hear all of the evidence presented and not be limited to a review of the Governing Council's decision. The issue before the arbitrator will be limited to whether the evidence presented demonstrates just cause for discharge.

e. The arbitration will be held within thirty (30) working days from the date the arbitrator is selected. Notice of the hearing will be provided by the arbitrator which will include the date, time and location of the hearing.

f. Arbitration Rules:

i. SAHQ Academy and the employee may have representation of their choosing, but at their own expense. Both parties will notify the other no later than 10 calendar days prior to the scheduled hearing date whether either will have an attorney present. Failure to notify the other of having an attorney representative will be good cause to postpone the hearing;

ii. Discovery will be limited to depositions and requests for production of documents on a time schedule to be determined by the arbitrator;

iii. The arbitrator has the power to issue subpoenas for witnesses and documents and to administer oaths;

iv. The New Mexico Rules of Civil procedure will not be strictly enforced, however, the rules will apply to the extent that both contentions and responses are amply and fairly presented;

v. The Rules of Evidence will not strictly apply, but the arbitrator will permit either party to call and examine witnesses, to cross-examine witnesses and to introduce evidence. The arbitrator will require reasonable substantiation of statements and authentication of records where the accuracy or truth is in reasonable doubt.

vi. The Governing Council will have the burden to show by a preponderance of evidence that the reasons provided for the employee's discharge constitute just cause.

vii. If the Governing Council cannot show just cause, or the employee sufficiently rebuts the Governing Council's reasons, then the arbitrator will find in favor of the employee.

viii. Either the employee or SAHQ Academy may record the proceedings at their own expense, but it will not constitute an official record for purposes of further appeal; only the official record prepared by a certified court reporter will constitute an official record.

ix. Departures from these procedures are considered harmless unless the party can demonstrate prejudice.

x. Decision. The arbitrator will issue a written decision within thirty (30) working days of the hearing, which will contain findings of fact and conclusions of law.

xi. Final Decision. Decisions by the arbitrator are final and binding on both SAHQ Academy and the employee. The decision may not be appealed unless the decision was procured by corruption, fraud, deception or collusion, in which case it will be appealed to the Second Judicial District Court for the State of New Mexico.

xii. Costs/Fees. The employee and SAHQ Academy will pay their own fees, expenses and costs. The arbitrator can assign to either party or both parties the fees and costs of the independent arbitrator.

xiii. Compensation after discharge. Payment of compensation to any certified school instructor or certified administrator will terminate as of the date a final decision, provided by the Governing Council. If the contract is to be paid monthly during a twelve (12) month period for services to be performed during a period less than twelve (12) months, the person will be entitled to a pro rata share of the compensation payments due for the period during the twelve (12) months in which no services were to be performed.

H. Phasing Out and Elimination of Positions/Reductions-in-Force: From time-to-time, it may be necessary to phase-out or eliminate a certain job classifications or reduce the number of positions in a particular employment category. An orderly process will be established by the SAHQ Academy Reduction in Force Policy to guide such phase-out reduction in force. A reduction in force carried out pursuant to SAHQ Academy's policy is just cause for termination or discharge.

I. Administrative Leave Pending Possible Disciplinary Action: If you are suspected of violating SAHQ Academy's policies, procedures, or work rules, you may be placed on administrative leave with pay pending an investigation of the situation. However, this should not be interpreted to mean that the Principal cannot suspend an employee immediately, if the situation so warrants.

J. Resignation: Non-exempt employees should give a minimum of two weeks written notice of resignation to the Principal. SAHQ Academy will consider you to have voluntarily terminated your employment if you do any of the following:

1. Resign from SAHQ Academy,
2. Fail to return from an approved leave of absence on the date specified by SAHQ Academy, or
3. Fail to report to work or call in for two (2) or more consecutive work days.

All certified or licensed employees are required to provide written notice of their intent to terminate employment with SAHQ Academy to the Principal at least thirty (30) calendar days in advance. Failure to provide adequate notice may result in a complaint to the PED Licensing Bureau.

K. Retirement: Eligible employees who meet the criteria established by the New Mexico Educators Retirement Board and wish to retire and should contact the Business Manager in advance of the anticipated retirement date to initiate retirement proceedings. Employees anticipating retirement should contact the New Mexico Educators Retirement Board to ensure that the employee follows the most appropriate and current.

L. Return of SAHQ Academy Property: Any SAHQ Academy property issued to you, such as keys, computer equipment, etc. must be returned to SAHQ Academy at the time of your resignation, termination, or discharge. You will be responsible for any lost or damaged items. In most instances, when you are issued SAHQ Academy Property, you will be required to sign a wage deduction authorization permitting SAHQ Academy to withhold from your last paycheck an amount equal to the value of any property issued to you that is lost, stolen or damaged.

M. Safety:

1. General Employee Safety. SAHQ Academy is committed to the safety and health of all employees and recognizes the need to comply with regulations governing injury and accident prevention and employee safety. Maintaining a safe work environment, however, requires the continuous cooperation of all employees. SAHQ Academy will maintain safety and health practices consistent with the needs of our profession. If you are ever in doubt about how to safely perform a job, it is your responsibility to ask the Principal or his/her designee for assistance. Any suspected unsafe conditions and all injuries that occur on the job must be reported immediately. Compliance with these safety rules is considered a condition of employment. We strongly encourage employee participation and your input on health and safety matters.

SAFETY COMMON SENSE:

- Lifting: Ask for assistance when lifting heavy objects or moving heavy furniture. Bend your knees, get a firm grip on the object, hold it close to your body an space

your feet for good balance. Lift using your stronger leg muscles, not your weaker back muscles.

- **Materials Handling:** Do not throw objects. Always carry or pass them. Use flammable items, such as cleaning fluids, with caution. Also, stack materials only to safe heights.
- **Trash Disposal:** Keep sharp objects and dangerous substances out of the trash can. Items that require special handling should be disposed of in approved containers.
- **Cleaning Up:** To prevent slips and tripping, clean up spills and pick up debris immediately.
- **Preventing Falls:** Keep aisles, work places and stairways clean, clear and well lighted. Walk, don't run. Watch your step.
- **Handling Tools:** Exercise caution when handling objects and tools. Do not use broken, defective or greasy tools. Use tools for their intended purpose only. Wear safety glasses or goggles whenever using a power tool.
- **Falling Objects:** Store objects and tools where they won't fall. Do not store heavy objects or glass objects on high shelves.
- **Work Areas:** Keep cabinet doors and file and desk drawers closed when not in use. Remove or pad torn, sharp corners and edges. Keep drawers closed. Open only one drawer at a time.
- **Using Ladders:** Place ladders securely. Do not stand on boxes, chairs or other devices not intended to be used as ladders.
- **Machines:** Do not clean machinery while it is running. Lock all disconnect switches while making repairs or cleaning.
- **Electrical Hazards:** Do not stand on a wet floor while using any electrical apparatus. Keep extension cords in good repair. Don't make unauthorized connections or repairs. Do not overload outlets.
- **Fire Prevention:** Know the location of the fire extinguisher(s) in your area and make sure they are kept clear at all times. Notify your supervisor if an extinguisher is used or if seal is broken. Make sure all flammable liquids, such as alcohol, are stored in approved and appropriately labeled safety cans and are not exposed to any ignition sources. Evacuation exits should be posted. Be familiar with fire drill procedures and plans for evacuating students.

2. **Reporting Safety Issues.** All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the Principal or her designee. If you or another employee is injured, you should contact outside emergency response agencies, if needed. The Employee's Claim for Worker's Compensation Benefits Form must be completed for any instance of employee injury, even if no medical attention is sought at the time of injury. If you fail to report your injury timely, you may jeopardize your right to collect worker's compensation benefits.

N. Weapons: SAHQ Academy prohibits all person who enter SAHQ Academy property form carrying a handgun, firearm, knives or any length, or other weapons regardless of whether the person is licensed to carry the weapon or not. The only exception to this policy will be officers, security guards or other person who have been given written consent by SAHQ Academy to

carry a weapon on the property. Any employee violating this policy will be subject to disciplinary action.

O. Violence in the Workplace Policy: SAHQ Academy has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect SAHQ Academy or which occur on SAHQ Academy property will not be tolerated. Every employee is required to report incident of threats or acts of physical violence of which he/she is aware to the Principal.

Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidation to alter the employment conditions at SAHQ Academy, or to create a hostile, abusive or intimidating work environment for one or several employees. Examples of workplace violence include, but are not limited to, the following:

1. Hitting or shoving an individual.
2. Threatening an individual of his/her family, friends, associates, property with harm.
3. Intentional destruction of or threatening to destroy SAHQ Academy's property.
4. Making harassing or threatening phone calls.
5. Harassing surveillance or stalking (following or watching someone).
6. Unauthorized possession or inappropriate use of firearms or weapons.

P. Security: Maintaining the security of SAHQ Academy buildings and vehicles is every employee's responsibility. Develop habits that insure security as a matter of course. For example, when you leave SAHQ Academy premises make sure that all entrances are properly locked and secured.

Q. Parking Areas: You are encouraged to use the parking areas designated for employees. Remember to lock your car every day and park within the specified areas. Courtesy and common sense in parking will help eliminate accidents, personal injuries, and damage to your vehicle and to the vehicles of other employees. If you should damage another care while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and any other present information you may have, to your supervisor. SAHQ Academy is not responsible for any loss, theft, or damage to your private vehicle or any personal property in your vehicle or kept on SAHQ Academy premises.

R. Prohibited Disclosure of Confidential Information. No person shall sell or use student, faculty, or staff lists with personal identifying information obtained from a public school or a local school district for the purpose of marketing goods or services directly to students, faculty or staff or their families by any means of communication. The provisions of this section shall apply until the students and his/her parent(s) or legal guardians have consented in writing.

S. Prohibited Sales by School Personnel. Employees of the school shall not directly or indirectly, sell or be a party to any transaction to sell or receiving any commission or profit from any contact for sale any instructional material, furniture, equipment, insurance, school supplies to SAHQ Academy. This provision shall not apply in cases in which school employee contracts to perform special services with the school with which they are associated or employed during time

periods wherein service is not required under a contract for instruction, administration or other employment. No employee of the school shall solicit or sell or be the party to a transaction to solicit or sell insurance or investment securities to any employee of the school. Violation of these conflict of interest provisions may constitute a fourth degree felony. In addition, the PED may suspend or revoke the licensure of a licensed school employee for acting in a manner that constitutes conflict of interest.

VII. BENEFITS

SAHQ Academy is committed to sponsoring a comprehensive benefits program for all eligible employees. Literature is available from our insurance companies for details on your health/dental coverage. Please see the Business Manager for information on your benefits and coverages.

**SAHQ ACADEMY RESERVES THE RIGHT TO MODIFY OR TERMINATE
NON-MANDATORY EMPLOYER BENEFITS AT ANY TIME**

If you are a full-time employee, or a part-time employee who works more than twenty-five (25) hours per week, you will be eligible to receive benefits described in this Employee Handbook. For part-time employees, benefits are pro-rated. Coverages are available to you and your dependents as defined in the benefit summary plan descriptions. Please see the Business Manager for details.

A. Group Insurance. A comprehensive, quality insurance program is available to employees and their families. You become eligible for coverage on the first day of the month following your date of hire.

The following benefits are provided, as defined and limited in the literature provided by our insurance company:

- Medical Care Coverage
- Dental Care Coverage
- Vision Care Coverage
- Retirement Savings

Upon enrolling, you will obtain summary plan descriptions describing your benefits in detail. Should you select coverage, you will pay a percentage of coverage yourself and your dependent(s) coverage based on the coverage you select. SAHQ Academy will pay a portion of the insurance premium. According to the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, in the event your termination of employment with SAHQ Academy loss of eligibility to remain covered under our group health insurance program, you and your eligible dependents may have the right to continued coverage under our health insurance program for a limited period of time at your own expense.

Charter School shall comply with all state laws and regulations pertaining to employee health and basic life insurance coverage. The requirements of the New Mexico Public School Insurance Authority (NMPSIA) Employee Benefits Group Plan shall apply at all times to Charter Schools in the administration benefits. The charter School is required to provide newly hired employees with appropriate application, information and instructions relating to the enrollment process.

Employees may participate in the NMPSIA Employee Benefits Group Plan, which consists of Group Medical, Dental, Vision, and Basic Life coverage. Employees who are active at work and work the minimum qualifying number of hours shall be eligible for the following:

1. All employees who work a minimum of twenty-five (25) hours or more per week shall be entitled to participate in Medical, Dental and Vision coverage.
 2. Charter School shall enroll and pay premiums at the rate of 100% for Basic Life insurance coverage for any employee who works a minimum of fifteen (15) hours per week, regardless if the employee participates or is eligible to participate in any other line of NMPSIA coverage.
 3. Members of Governing Council are not eligible to participate in medical, dental, vision, and life insurance coverage.
- A. A newly eligible employee is required to enroll within thirty-one (31) calendar days of being hired or within thirty-one (31) calendar days of being upgraded to that of an eligible employee.
- B. An eligible employee who has a change in status is required to complete the appropriate NMPSIA Employee Record Change Card within thirty-one (31) calendar days form the qualifying event.
- C. Pursuant to federal law and NMPSIA rules, an eligible employee may enroll in medical coverage for the occurrence of “special events” as defined by NMPSIA rules. These enrollments do not apply to dental or vision coverage.
- D. The Charter School shall comply with the 1985 Consolidated Omnibus Budget Reconciliation Act (COBRA) in notifying employees of their right to continue health and life insurance coverage upon resignation, termination, or retirement. Dependents who are also losing coverage upon becoming ineligible shall also be informed of the COBRA rights.

II. LIFE INSURANCE COVERAGE

- A. The Charter School shall provide the following Basic Life/Accidental Death and Dismemberment coverage to all employees: \$25,000 Life/AD&D (\$4.00 per month).

B. Charter School employees have the option to select Voluntary Life through Prudential for themselves, spouse or children, which is 100% employee deduction.

C. SAHQ Academy shall provide employees, on a matching basis, long-term disability coverage. The waiting period for coverage shall be thirty (30) days.

B. New Mexico Retirement Plan: The New Mexico Educators Retirement Act is provided to eligible employees (those who have completed sufficient service) with a monthly pension benefit upon retirement. All employees who work more than 25% of time (.25 FTE) are mandated by the New Mexico Educational Retirement Act to participate in the retirement plan. Participation in the Plan begins on *the first day of the month following your date of hire*. SAHQ Academy and the employee are required by State law and contribute to this retirement plan operated by the New Mexico Educators Retirement Board. The details regarding the SAHQ Academy and employee contributions, vesting, administration, and investments are provided in the Summary Plan Description, made available through the Education Retirement Board.

C. Social Security: In accordance with the applicable federal law, all employees are required to participate in and contribute to Social Security. SAHQ Academy also makes a mandatory matching contribution on behalf of employees. Contribution levels are established by law, and are subject to change. To obtain information about Social Security and related programs, you may contact the local Social Security office.

D. Workers' Compensation: SAHQ Academy maintains Worker's Compensation Insurance coverage for employees who sustain an injury or illness compensable under the New Mexico worker's compensation laws. SAHQ Academy pays the full cost of the worker's compensation insurance. All workers' compensation claims are subject to evaluation and investigation by SAHQ Academy and its insurance carrier. If you are injured while performing duties related to your job at SAHQ Academy, you must report the injury promptly to your immediate supervisor. More information is available from SAHQ Academy's Business Manager.

E. Unemployment Compensation: SAHQ Academy employees are covered in accordance with applicable unemployment compensation laws and regulations that also govern eligibility for unemployment benefits. All forms or contacts related to unemployment compensation claims should be delivered or referred to the SAHQ Academy Principal or Business Manager.

F. Leave Benefits: As a part of the benefits package provided to SAHQ Academy employees, the Board may allow approved leaves of absence. Leaves may be granted with or without pay. Requests for Leave forms must be completed and submitted to the Principal for approval. Explanations of the reason for leave request need not be entered on a Request for Leave form for personal leave. However, explanations are necessary for all other types of leave.

G. Sick Leave: Regular full-time employees are entitled for 10 paid sick days per school year; contract personnel are entitled to the number of sick leave days stated in their contract. Unless otherwise provided for or as approved by the Principal, sick leave is to be used by employees in accordance with the following provisions:

- Sick leave is to be used only in the event of illness of the employee, or of the employee's immediate family, and for no other purpose. Misuse of sick leave is cause for disciplinary reason, up to and including termination or discharge. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the Principal.
- Notice of absence from work due to illness should be provided to the Principal or his or her designee by 7:30 a.m. on the day of illness, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the Principal to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff. When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the Principal or his or her designee.
- An employee will not be paid for unused sick leave days upon severance of his/her employment from SAHQ Academy, however, unused sick leave may be carried over into succeeding school years up to a maximum of 200 hours. Accumulated unused sick leave may be used for personal or family illnesses as described in the Family Medical Leave provisions below.
- If an employee misses three (3) consecutive workdays due to illness, the Principal may request that you bring a release to return to work notice from your physician or licensed health practitioner. The Principal may, at any time, request that an employee bring a doctor's note verifying that your leave was necessitated by illness.

H. Personal Leave: Personal Leave of up to two (2) days per year may be granted, upon request, to all eligible employees. This leave is granted to employees for personal matters that require absence during working hours. Requests for personal leave should be made at least two school days in advance and the Principal has the discretion to deny personal leave as she/he deems it appropriate. A request must be in writing and approved prior to taking the leave. Personal leave not taken shall be accumulated the next year as unused with sick leave up to maximum set forth. Employees will not be paid for unused leave when employment with SAHQ Academy is voluntarily or involuntarily served.

1. Family and Medical Leave Policy ("FMLA") SAHQ Academy acknowledges that from time to time situations occur in employees' lives that require time away from work. SAHQ Academy will provide eligible employees unpaid leaves of absence to attend to family and medical needs in accordance with the federal Family and Medical Leave Act of 1993 and as amended in 2008.

(a) Eligibility for FMLA Leave. An employee is eligible for FMLA leave if he/she:

- Has worked for SAHQ Academy for at least 12 months in the last 7 years; and
- Has worked at least 1,250 hours for SAHQ Academy during the 12 calendar months immediately preceding the request for leave.

Employees with any questions about their eligibility with any questions about their eligibility for FMLA leave should contact SAHQ Academy's Principal or his/her designee.

(b) FMLA Leave. Employees who meet the eligibility requirements described above are eligible to take up to 12 weeks of unpaid leave during any 12-month period for one of the following reasons:

- i. To care for the employee's son or daughter during the first 12 months following birth;
- ii. To care for a child during the first 12 months following placement with the employee for adoption or foster care;
- iii. To care for a spouse, son, daughter, or parent ("covered relation") with a serious condition;
- iv. For incapacity due to the employee's pregnancy, prenatal medical or child birth; or
- v. Because of the employee's own serious health condition that renders the employee unable to perform an essential function of his or her position.

(c) Married couples. In cases where a married couple is employed by SAHQ Academy, the two spouses together may take a combined total of 12 weeks' leave during any 12-month period reasons i and ii, or to care for the same individual pursuant to reason iii.

(d) Covered Service member Leave. Eligible employees who are family members of covered service members are entitled to take up to 26 workweeks of leave in a "single 12-month period" to care for covered service member with a serious illness or injury incurred in the line of duty on active duty. The definition of "family members" includes family member covered in 3(b)(iii) and "next of kin," which means the nearest bold relative (including siblings, grandparents, aunts, uncles, and first cousins). The 26 weeks include leave for qualifying exigencies described below. All other provisions of the FMLA apply, such as employee eligibility, appropriate notice, medical certifications, definitions, etc. As with other types of eligibility, appropriate notice, medical certifications, definitions, etc. As with other types of leave, SAHQ Academy has the right to require the employee to support a request for leave with an appropriate medical certification. When two eligible employees are married and work for SAHQ Academy for SAHQ Academy, and when the reason triggering the FMLA event is to care for a service member under this section, a combined total of 26 weeks applies.

(e) Qualifying Exigency. The 12 weeks available to all FMLA-eligible employees is available to eligible employees with a covered military member serving in the National Guard or Reserves to use for “any qualifying exigency” arising out of the fact that a covered military member is on active duty or call to active duty status in support of a contingency operation. “Qualifying exigency” means:

- Military member’s short-notice deployment (leave to address any issue that arises from an impending call or order to active duty in support of a contingency operation seven days or less prior to the date of deployment);
- Military events and related activities (leave to attend any military ceremony, program or event related to the active duty call or to attend family support or assistance programs and informational briefings);
- Arranging for alternate childcare and related activities;
- Addressing certain financial and legal arrangements;
- Periods of rest and recuperation for the service member (up to 5 days of leave);
- Attending certain counseling sessions;
- Attending post-development activities (available for up to 90 days after the termination of the covered service member’s active duty status); or
- Other activities arising out of the service member’s active duty or call to active duty and agreed upon SAHQ Academy and the employee.

(f) Intermittent Leave. Intermittent leave and reduced work schedules are allowed when such are medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt SAHQ Academy’s operations. Covered Service member Leave due to qualifying exigencies may also be taken on an intermittent basis. Leave may not be taken on an intermittent basis when used to care for the employee’s own child during the first year following birth, or to care for a child placed with the employee for foster care of adoption, unless SAHQ Academy and employee agree to such intermittent leave. If an employee requests intermittent leave, it may be necessary for SAHQ Academy to transfer him/her to another position that will better accommodate an intermittent or reduced schedule.

(g) Pay, Benefits, and Protections During FMLA Leave. Employees taking FMLA leave must use all of their available accrued and unused paid sick and personal days and vacation (if applicable) as part of the leave. Once the employee’s paid leave benefits are exhausted, the employee will continue for the duration of the family and medical leave without pay.

(h) Medical and other benefits. SAHQ Academy will continue to maintain group health insurance coverage for the employee and, where applicable, for his/her dependents during the FMLA leave, up to a maximum of twelve weeks in a

twelve-month period. After an employee's paid leave is exhausted, an employees must arrange to pay the premium contributions with previously had deducted in order to continue group health or other insurance for themselves and, where applicable, their dependents during the family and medical leave. The employee will be required to arrange for and pay for other benefits while on leave without pay. Failure to make arrangements and to pay the premiums for benefits other than health insurance while on leave, may result in termination of those employee benefits.

If an employee fails to return to work at the end of the family and medical leave, SAHQ Academy may require the employee to reimburse it for the SAHQ Academy paid for the employee's health insurance premiums during the leave.

(i) Employee Responsibilities When Requesting FMLA Leave.

1. If the need to use FMLA leave is foreseeable, the employee must give SAHQ Academy at least 30 days prior to notice of the need to take leave. When 30 days' notice is not possible the employee must give notice as soon as practicable (within 1 or 2 business days of learning of the need for leave except in extraordinary circumstances). Failure to provide such notice may be grounds for delaying the start of the FMLA leave.
2. Requests for FMLA leave should be submitted to SAHQ Academy's Principal or his/her designee by using the Request for Family/Medical Leave form.
3. When submitting a request for leave, the employee must provide sufficient information for SAHQ Academy to determine if the leave might qualify as FMLA leave, and also provide information on the anticipated date when the leave would start as well as the duration of the leave. Sufficient information may include that the employee is unable to perform job functions; that a family member is unable to perform daily activities; that the employee or family member needs hospitalization or continuing treatment by a healthcare provider; or circumstance supporting the need for leave.
4. An employee undergoing planned medical treatment will be required to make a reasonable effort to schedule the treatment to minimize disruptions to SAHQ Academy's operation.

(j) Employer responsibilities.

1. When an employee requests leave, SAHQ Academy will inform the employee of whether he or she is eligible under the FMLA. If the

employee is, the employee will be given written notice that includes details on any additional information he or she will be required to provide. If the employee is not eligible under the FMLA, SAHQ Academy will provide the employee with a written notice indicating the reason for eligibility.

2. If leave will be designated as FMLA, SAHQ Academy will inform the employee in writing and provide information on the amount of leave that will be counted against your 12 or 26 week entitlement.

(k) Medical Certification.

1. If the employee is requesting leave because of the employee's own or a covered relation's serious health condition, the employee must supply appropriate medical certification. Employees may obtain Medical Certification forms from the Principal or his/her designee. When the employee requests leave, SAHQ Academy will notify the employee of the requirement for medical certification and when it is due (no more than 15 days after you request leave). If the employee provides at least 30 days' notice of medical leave, he or she should also provide the medical certification before leave begins.

2. Failure to provide requested medical certification in a timely manner may result in denial of leave until it is provided. SAHQ Academy, at its expense, may require an examination by a second healthcare provider designated by SAHQ Academy, if it reasonably doubts the medical certification initially provided. If the second health care providers' opinion conflicts with the original medical certification, SAHQ Academy, at its expense, may require a third, mutually agreeable, healthcare provider to conduct an examination and provide a final and binding opinion.

3. SAHQ Academy may require subsequent medical recertification. Failure to provide requested certification within 15 days, except in extraordinary circumstances, may result in the delay of further leave until it is provided.

(l) Reporting While on Leave. If an employee takes leave because of the employee's own serious health condition or to care for a covered relation, the employee must contact SAHQ Academy on the first and third Tuesday of each month regarding the status of the condition and his or her intention to return to work. In addition, the employee must give notice as soon as practicable (within 2 business days, if feasible) if the dates of the leave change, are extended, or were unknown initially.

(m) Exemption for Highly Compensated Employees. Highly compensated employees (i.e., highest-paid 10 percent of employees at SAHQ Academy) may

not be returned to their former or equivalent position following a leave if restoration of employment will cause substantial economic injury to SAHQ Academy. (This fact-specific determination will be made by SAHQ Academy on a case-by-case basis.)

(n) Special Rules for Instructional Employees. Instructional employees are subject to certain limitations on FMLA leave coverage. An “instructional employee” includes teachers, instructional assistants, coaches and other employees whose duties principally involve the direct provision of instruction services to students. The following limitations on FMLA for instructional employees arise when leave is requested near the end of the semester or when intermittent leave is involved.

(i) Leave near the end of a semester:

(A) If an instructional employee begins leave more than five weeks before the end of a semester, SAHQ Academy may require the employee to continue taking leave until the end of the semester if (i) the leave will last at least three weeks, and (ii) the employee would return to work during the three-week period before the end of the term.

(B) if the instructional employee begins leave during the five-week period before the end of a semester for an eligible reason other than his/her own serious illness, SAHQ Academy may require the employee to continue taking leave until the end of the semester if (i) the leave will last more than two weeks, AND (ii) the employee would return to work during the two-week period before the end of the term.

(C) If the instructional employee begins leave during the three-week period before the end of a semester for an eligible reason other than his/her own serious illness, SAHQ Academy may require the employee to continue taking leave until the end of the semester if the leave will last more than five working days.

(ii) Intermittent Leave. If an instructional employee needs intermittent or reduced leave and the employee would be on leave for more than 20 percent of the total number of working days over the leave period, (e.g. Five days in a four week period) the employer may require the employee to choose between the following:

(A) Taking a certain period of consecutive (full) days on leave, not greater than the duration of the employee’s planned medical treatment, or

(B) Transferring temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits, and which better accommodates recurring periods of leave than does the employee's regular position.

(iii) Counting FMLA days: If the employee is required to remain on leave until the end of a semester academic term, the employer may only designate as FMLA leave for the period of time the employee is actually unable to work, not the period of time after which he or she was ready and able to return to work but was asked by the employer to remain on leave.

J. Leave for Jury Duty and Court Subpoena Leave: is available to employees as follows:

- If you are a regular employee, full-time or part-time, and are required by an order of court to serve as a juror, SAHQ Academy will pay you the difference between jury duty pay and your regular straight-line pay for any schedule work time that you miss during the first two weeks of your jury duty. To be reimbursed you must present a court voucher and proof of actual jury duty service.
- To receive jury duty pay, employees must provide SAHQ Academy's Business Manager with a copy of the court order as soon as it has been received. An employee required to be available for jury duty, but not required to be in court, must report to work. Utilization of the court calling system, if available, is required in order to receive jury duty pay.
- If you are served with a subpoena for witness duty and the matter in which you are to testify is directly related to SAHQ Academy, e.g. SAHQ Academy student or employee matter, SAHQ Academy will pay you the difference between your witness fees, plus any mileage reimbursement, and your regular straight-time pay for any schedule work time that you miss. To be reimbursed, you must present the subpoena and a copy of the witness fee payment voucher.

K. Professional Leave: may be granted at the discretion of the Principal, upon request, for professional development, professional organizational activities, school-related professional activities, or other activities related to the employee's assignments.

L. Religious Leave: may be granted, upon request, to all employees for observance of recognized religious events. Personal leave may be used or leave without pay will be granted. This leave may be granted for up to two (2) days per year.

M. Military Leave of Absence: If you are a full-time employee and are inducted into the U.S. Armed Forces, you will be eligible for reemployment after completing military service, provided:

1. You show your orders to the Principal as soon as you receive them.
2. You satisfactorily complete active duty service of five years or less.

3. You enter the military service directly from your employment with SAHQ Academy.
4. You apply for and are available for re-employment within ninety (90) days after discharge from active duty. If you are returning from up to six (6) months of active duty for training, you must apply within thirty (30) days after discharge.

N. Military Reserves of National Guard Leave of Absence: Employees who serve in the U.S. military organizations or state militia groups may take the necessary time off during the school year, with pay up to 15 days, to fulfill this obligation, and will retain all of their legal rights for continued employment under existing laws. These employees may apply accrued personal leave and unused earned vacation time to the leave if they wish, however, they are not obliged to do so. *You are expected to notify your supervisor as soon as you are aware of the dates you will be on duty so that arrangements can be made for replacement during this absence.*

O. Voting Leave: will be granted to employees who are eligible voters and whose work day begins less than two hours after the polls open and ends less than three hours before the polls close. If you qualify you will be granted for a maximum of two (2) hours with pay in order to vote in an election recognized under the law. Written requests for this leave must be submitted prior to the day of the election. Employees utilizing this benefit must vote in the election for which they are granted leave. The Principal will schedule voting leave to ensure department work is covered.

Required Appendix F

SAHQ Academy's PROPOSED STUDENT DISCIPLINE PROCEDURES

STUDENT DISCIPLINE PROCEDURES PER 6.11.12 NMAC DUE PROCESS RIGHTS

Introduction:

SAHQ Academy students will be provided with graduated, relevant learning experiences that will enable students to develop to their full potential. It is necessary to establish an orderly environment for this learning to occur. Students possess self-discipline and are responsible for their own actions and must respect the rights of others. SAHQ Academy has only two rules – Trust and Respect.

Opportunities will be provided for staff to develop skills in teaching decision making, responsible behavior, how to honor oneself and others, and how to work together, all within the context of learning what trust and respect encompass.

These disciplinary lessons will be employed by school personnel in order to maintain an effective educational environment where students and teachers can focus on learning. Because behaviors are complex chains of events, there will be no specific criteria for the use of discipline procedures other than the preceding description of self-discipline. However, the discipline procedures shall be administered fairly, with respect for the dignity of all persons involved, and without anger, malice or prejudice.

Prior to the exercise of discipline procedures, due consideration shall be given to individual and unique differences, exceptional circumstances and sanctions imposed by others; and said discipline shall be remedial in content and shall be progressive if repeated behavior problems have occurred. Prior to any decision involving removal from school, parental involvement in the decision making process shall be solicited.

A student will not be suspended or expelled and thereby be deprived of a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures, and a fair hearing. The student and his or her parents or guardians have the responsibility to follow the procedures set forth herein in a respectful and timely manner.

DISCIPLINARY REMOVALS OF STUDENTS WITH DISABILITIES:

A. The following rules shall apply when a student with a disability under IDEA violates a rule of conduct as set forth in this rule which may result in:

- (1) Long-term suspension or expulsion; or
- (2) Any other disciplinary change of the student's current educational placement as specified in the federal regulations implementing IDEA at 34 CFR Secs. 300.530 through 300.536 and these or other department rules and standards.

B. When behavior is not a manifestation of disability. For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to Subsection C of the section, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in Subsection 1 of this section.

C. Manifestation determination.

(1) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a rule of student conduct, the administrative authority, the parent and relevant members of the child's IEP team (as determined by the parent and the administrative authority) must review all relevant information in the student's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine:

(a) If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or

(b) If the conduct in question was the direct result of the administrative authority's failure to implement the IEP.

(2) The conduct must be determined to be a manifestation of the child's disability if the administrative authority, the parent and relevant members of the child's IEP team determine that a condition in either Subparagraph (a) or (b) of Paragraph (1) of Subsection C of 6.11.2.11 NMAC was met.

(3) If the administration authority, the parent and the relevant members of the child's IEP team determine the condition described in Subparagraph (b) of Paragraph (1) of Subsection C of 6.11.2.11 NMAC was met, the administrative authority must take immediate steps to remedy those deficiencies.

D. Determination that behavior is manifestation of disability. If the administrative authority, the parent and relevant members of the IEP team make the determination that the conduct was a manifestation of the child's disability, the IEP team must comply within 34 CFR Sec. 300.530(f).

E. Special circumstances. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child's behavior involves one of the special circumstances listed in 34 CFR Sec. 300.530(g). For purposes of this subsection, definitions provided in 34 CFR 300.530(i) shall apply.

F. Determination of setting. The student's IEP team determines the interim alternative educational setting for services under Subsections B and E of this section.

G. Change of placement because of disciplinary removals. Any decision to change the placement of the child with a disability because of a violation of a rule of student conduct, the administrative authority, the parent and relevant members of the child's IEP team (as determined by the parent and the administrative authority) must review all relevant information in the student's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine:

(a) If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or

(b) If the conduct in question was the direct result of the administrative authority's failure to implement the IEP.

(1) The conduct must be determined to be a manifestation of the child's disability if the administrative authority, the parent and relevant members of the child's IEP team determine that a condition in either Subparagraph (a) or (b) of Paragraph (1) of Subsection C of 6.11.2.11 NMAC was met.

(2) If the administration authority, the parent and the relevant members of the child's IEP team determine the condition described in Subparagraph (b) of Paragraph (1) of Subsection C of 6.11.2.11 NMAC was met, the administrative authority must take immediate steps to remedy those deficiencies.

H. Change of placement because of disciplinary removals. For purposes of removals of a student with a disability from the child's current educational placement under 6.11.2.11 and 6.11.2.12 NMAC, a change of placement occurs if the conditions provided in 34 CFR Sec. 300.536 are met.

I. Parental notification. On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the administrative authority must notify the parents of that decision, and provide the parents the procedural safeguards notice described in 34 CFR Sec 300.504.

J. Services. A student with a disability who is removed from the student's current placement pursuant to this section must continue to receive special education and related services as provided in 34 CFR Sec. 300.540(d).

K. Appeal.

(1) The parent of a student with a disability who disagrees with any decision regarding the placement or the manifestation determination under this section, or an administrative authority that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a complaint pursuant to Subsection I of 6.31.2.13 NMAC.

(2) A hearing officer who hears a matter under Paragraph (1) of Subsection J of 6.11.2.11 NMAC, has the authority provided in 34 CFR Sec. 300.532(b).

(3) When an appeal under this subsection has been made by either the parent or the administrative authority, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period specified in Subsections B or E of this section, whichever occurs first, unless the parent and administrative authority agree otherwise.

PROCEDURE FOR DETENTIONS, SUSPENSIONS AND EXPULSIONS:

SAHQ Academy will prescribe and enforce standards of conduct for its enrolled students consistent with constitutional safeguards of individual student rights. The right to a public education is not absolute; it may be taken away, temporarily or permanently, for violations of school rules. But it is a property right which may only be denied where school authorities have adhered to the minimum procedural safeguards required to afford the student due process of law. This section prescribes minimum requirements for detention, in school suspension and temporary, long-term or permanent removal of students from the SAHQ Academy. SAHQ Academy may adopt procedures which afford students more protection than this rule requires. The procedures in this section apply only to disciplinary detentions, suspensions and expulsions. They do not apply to disenrollment of students who fail to meet immunization, age, residence or other requirements for valid enrollment, nor to the removal from school membership reports of students who have been absent from school for ten (10) consecutive school days in accordance with Subsection B of Section 22-8-2 NMSA 1978. Nothing in this section should be construed as prohibiting the Governing Council or its administrative authorities from involving other school staff, students and members of the community in the enforcement of rules of student conduct to the extent they believe is appropriate.

A. Post-suspension placement of students. Any student suspended from school shall be delivered directly by a school official to the student's parent(s), legal guardian or an adult designated by the parent(s) or the legal guardian, or kept on school grounds until the usual end of the school day.

B. Students with disabilities. The Section does not apply to long-term suspension or expulsion of students who are disabled pursuant to the IDEA or Section 504. The procedures for long-term suspension or expulsion of disabled students are set forth in Section 6.11.2.11 NMAC and are listed in the DISCIPLINARY REMOVALS OF STUDENTS WITH DISABILITIES section above. School personnel under this section may remove a student with a disability who violates a rule of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under Subsection G of the DISCIPLINARY REMOVALS OF STUDENTS WITH DISABILITIES above).

C. Immediate removal: Students whose presence poses a continuing danger to persons or property or an ongoing threat of interfering with the educational process may be immediately removed from school, subject to the following rules.

- (1) A rudimentary hearing, as required for temporary suspensions, shall follow as soon as possible.
- (2) Students shall be reinstated after no more than one school day unless within that time a temporary suspension is also imposed after the required rudimentary hearing. In such circumstances, a single hearing will support both the immediate removal and a temporary suspension imposed in connection with the same incident(s).
- (3) The school shall exert reasonable efforts to inform the student's parent of the charges against the student and the action taken as soon as practicable. If the school has not communicated with the parent by telephone or in person by the end of the school day following the immediate removal, the school shall on that day mail a written notice with the required information to the parent's address of record.

D. Temporary suspension.

- (1) The SAHQ Academy Governing Council may limit temporary suspensions to periods shorter than ten (10) school days.
- (2) A student facing temporary suspension shall first be informed of the charges against him or her and, if (s)he denies them, shall be told what evidence supports the charge(s) and be given an opportunity to present his or her version of the facts. The following rules apply.
 - (a) The hearing may be an informal discussion and may follow immediately after the notice of the charges is given.
 - (b) Unless the administrative authority decides a delay is essential to permit a fuller exploration of the facts, this discussion may take place and a temporary suspension may be imposed within minutes after the alleged misconduct has occurred.
 - (c) A student who denies a charge of misconduct shall be told what act(s) (s)he is accused of committing, shall be given an explanation of the evidence supporting the accusation(s) and shall then be given the opportunity to explain his or her version of the facts. The administrative authority is not required to divulge the identity of informants, although (s)he should not withhold such information without good cause. (S)he is required to disclose the substance of all evidence on which (s)he proposes to base a decision in the matter.
 - (d) The administrative authority is not required to allow the student to secure counsel, to confront or cross-examine witnesses supporting the charge(s), or to

call witnesses to verify the student's version of the incident, but none of these prohibited.

(e) The school shall exert reasonable efforts to inform the student's parent of the charges against the student and their possible or actual consequence as soon as practicable. If the school has not communicated with the parent by telephone or in person by the end of the first full day of suspension, the school shall on that day mail a written notice with the required information to the parent's address of record.

E. In-school suspension.

(1) In-school suspension may be imposed with or without further restriction of student privileges. Any student who is placed in an in-school suspension which exceeds ten (10) school days must be provided with an instructional program that meets both state and local educational requirements. Student privileges, however, may be restricted for longer than ten (10) school days.

(2) In-school suspensions of any length shall be accomplished according to the procedures for a temporary suspension as set forth above. The SAHQ Academy Governing Council may limit the length of in-school suspensions which may be accomplished under temporary suspension procedures. No in-school suspension student shall be denied an opportunity to eat lunch or reasonable opportunities to go to the restroom.

F. Detention.

(1) Detention may be imposed in connection with in-school suspension, but is distinct from in-school suspension in that it does not entail removing the student from any of his or her regular classes.

(2) SAHQ Academy has the authority to supervise and control the conduct of students and includes the authority to impose reasonable periods of detention during the day or outside normal school hours as a disciplinary measure. No detained student shall be denied an opportunity to eat lunch or reasonable opportunities to go to the restroom. Reasonable periods of detention may be imposed in accordance with the procedures for temporary suspension.

G. Long-term suspension and expulsion.

(1) The SAHQ Academy Governing Council shall authorize appropriate administrative authorities to initiate procedures leading to long-term suspension or expulsion. Where prompt action to suspend a student long-term is deemed appropriate, a temporary suspension may be imposed while the procedures for long-term suspension or expulsion are activated. However, where a decision following the required formal hearing is delayed beyond the end of the temporary suspension, the student must be

returned to school pending the final outcome unless the provisions of Subsection G, Paragraph (4), Subparagraphs (j) and (k) below apply.

(2) A student who has been validly expelled or suspended is not entitled to receive any educational services from the SAHQ Academy during the period of exclusion from school. The SAHQ Academy Governing Council may provide alternative arrangements, including correspondence courses at the student's or parent's expense pursuant to NMPED requirements, if the Governing Council deems such arrangements appropriate.

(3) The SAHQ Academy shall establish, or shall authorize appropriate administrative authorities to establish, appropriate processes for handling long-term suspensions and exclusions. Unless the terms expressly indicate otherwise, nothing in the procedures below shall be construed as directing that any required decision be made by any particular person or body or at any particular level of administrative organization.

(4) The following rules shall govern the imposition of long-term suspensions or expulsions:

(a) Hearing authority; disciplinarian. The same person or group may, but need not, perform the functions of both hearing authority and disciplinarian. Where the functions are divided, the hearing authority's determination of the facts is conclusive on the disciplinarian, but the disciplinarian may reject any punishment recommended by the hearing authority.

(b) Review authority. Unless the SAHQ Academy Governing Council provides otherwise, a review authority shall have discretion to modify or overrule the disciplinarian's decision, but may not impose a harsher punishment. A review authority shall be bound by a hearing authority's factual determinations except as provided in Subsection G, Paragraph (4), Subparagraph (o) below.

(c) Disqualification. No person shall act as hearing authority, disciplinarian or review authority in a case where (s)he was directly involved in or witnessed the incident(s) in question, or if (s)he has prejudged disputed facts or is biased for or against any person who will actively participate in the proceedings.

(d) The SAHQ Academy Governing Council may act as hearing authority, disciplinarian or review authority for any cases involving proposed long-term suspensions or expulsions. Whenever a quorum of the Governing Council acts in any such capacity, however, the Open Meetings Act, Section 10-15-1 et seq., NMSA 1978 requires a public meeting.

(e) Initiation of procedures. An authorized administrative authority shall initiate procedures for long-term suspension or expulsion of a student by designating a hearing authority and disciplinarian in accordance with SAHQ Academy Governing Council policies, scheduling a formal hearing in consultation

with the hearing authority and preparing and serving a written notice meeting the requirements of Subsection G, Paragraph (4), Subparagraph (h) below.

(f) Service of notice. The written notice shall be addressed to the student, through his or her parent(s), and shall be served upon the parent(s) personally or by mail.

(g) Timing of hearing. The hearing shall be scheduled no sooner than five (5) nor later than ten (10) school days from the date of receipt of the notice by the parent(s). The hearing authority may grant or deny a request to delay the hearing in accordance with the provisions of Subsection G, Paragraph (4), Subparagraph (i) below.

(h) Contents of notice. The written notice will contain all of the following information, parts of which may be covered by appropriate reference to copies of any policies or regulations furnished with the notice:

(i) The school rule(s) alleged to have been violated, a concise statement of the alleged act(s) of the student on which the charge(s) are based and a statement of the possible penalty;

(ii) The date, time and place of the hearing, and a statement that both the student and parent are entitled and encouraged to be present;

(iii) A clear statement that the hearing will take place as scheduled unless the hearing authority grants a delay or the student and parent agree to waive the hearing and comply voluntarily with the proposed disciplinary action or with a negotiated penalty, and a clear and conspicuous warning that a failure to appear will not delay the hearing and may lead to the imposition of the proposed penalty by default;

(iv) A statement that the student has the right to be represented at the hearing by legal counsel, a parent or some other representative designated in a written notice filed at least seventy-two (72) hours before the hearing with the contact person named pursuant to Subsection G, Paragraph (4), Subparagraph (h), Sub-subparagraph (vi) below;

(v) A description of the procedures governing the hearing;

(vi) The name, business address and telephone number of a contact person through whom the student, parent or designated representative may request a delay or seek further information, including access to any documentary evidence or exhibits which the school proposes to introduce at the hearing; and

(vii) Any other information, materials or instructions deemed appropriate by the administrative authority who prepares the notice.

(i) Delay of hearing. The hearing authority shall have discretion to grant or deny a request by the student or the appropriate administrative authority to postpone the hearing. Such discretion may be limited or guided by SAHQ Academy policies not otherwise inconsistent with NMAC 6.11.2

(j) Students status pending hearing. Where a student has been suspended temporarily and a formal hearing on long-term suspension or expulsion will not occur until after the temporary suspension has expired, the student shall be returned to school at the end of the temporary suspension unless:

(i) The provisions of Subsection G, Paragraph (4), Subparagraph (k), of below apply, or

(ii) The student and parent(s) have knowingly and voluntarily waived the students right to return to school pending the outcome of the formal proceedings, or

(iii) The appropriate administrative authority has conducted an interim hearing pursuant to a written SAHQ Academy Governing Council policy made available to the student which affords further due process protection sufficient to support the student's continued exclusion pending the outcome of the formal procedures.

(k) Waiver of hearing; voluntary compliance or negotiated penalty. A student and his or her parent(s) may elect to waive the formal hearing and review procedures and comply voluntarily with the proposed penalty, or may waive the hearing and review and negotiate a mutually acceptable penalty with the designated disciplinarian. Such a waiver and compliance agreement shall be made voluntarily, with knowledge of the rights being relinquished, and shall be evidenced by a written document signed by the student, the parent(s), and the appropriate school official.

(l) Procedure for hearing and decision. The formal hearing is not a trial. It is an administrative hearing designed to ensure a calm, orderly determination by an impartial hearing authority of the facts of a case of alleged serious misconduct. Technical rules of evidence and procedure do not apply. The following-rules govern the conduct of the hearing and the ultimate decision.

(i) The school shall have the burden of proof of misconduct.

(ii) The student and his or her parent shall have the following rights: The right to be represented by legal counsel or other designated representative, however, the school is not required to provide

representation; the right to present evidence, subject to reasonable requirements of substantiation at the discretion of the hearing authority and subject to exclusion of evidence deemed irrelevant or redundant; the right to confront and cross-examine adverse witnesses, subject to reasonable limitation by the hearing authority; the right to have a decision based solely on the evidence presented at the hearing and the applicable legal rules, including the governing rules of student conduct.

(iii) The hearing authority shall determine whether the alleged act(s) of misconduct have been proved by a preponderance of the evidence presented at a hearing at which the student and/or a designated representative have appeared.

(iv) If no one has appeared on the student's behalf within a reasonable time after the announced time for the hearing, the hearing authority shall determine whether the student, through the parent, received notice of the hearing. If so, the hearing authority shall review the schools' evidence to determine whether it is sufficient to support the charge(s) of misconduct.

(v) A hearing authority who is also a disciplinarian shall impose an appropriate sanction if (s)he finds that the allegations of misconduct have been proved under the standards of either Subsection G, Paragraph (4), Subparagraph (1) Sub-subparagraph (iii) or Sub-subparagraph (iv) above. A hearing authority who is not a disciplinarian shall report its findings, together with any recommended sanction, to the disciplinarian promptly after the hearing.

(vi) Arrangements to make an audio recording or keep minutes of the proceedings shall be made by the administrative authority who scheduled the hearing and prepared the written notice. A verbatim written transcript is not required, but any minutes or other written record shall fairly reflect the substance of the evidence presented.

(vii) The hearing authority may announce a decision on the question of whether the allegation(s) of misconduct have been proved at the close of the hearing. A hearing authority who is also a disciplinarian may also impose a penalty at the close of the hearing.

(viii) In any event, the hearing authority shall prepare and mail or deliver to the student, through the parent, a written decision within five (5) working days after the hearing. The decision shall include a concise summary of the evidence upon which the hearing authority based its factual determinations. A hearing authority who is also a disciplinarian shall include in the report a statement of the penalty, if any, to be imposed, and shall state reasons for the chosen penalty. A hearing authority who is not a disciplinarian shall forward a copy of his or her written decision to

the disciplinarian forthwith. The disciplinarian shall prepare a written decision, including reasons for choosing any penalty imposed, and mail or deliver it to the student, through the parent, within five (5) working days of the receipt of the hearing authority's report.

(ix) A disciplinarian who is not a hearing authority may observe but not participate in the proceedings at a formal hearing. If the disciplinarian has done so and if the hearing authority announces a decision at the close of the hearing, the disciplinarian may also announce his or her decision at that time.

(x) The disciplinarian's decision shall take effect immediately upon initial notification to the parent, either at the close of the hearing or upon receipt of the written decision. If initial notification is by mail, the parent shall be presumed to have received the notice on the fifth calendar day after the date of mailing unless a receipt for certified mail, if used, indicates a different date of receipt.

(m) Effect of decision. If the hearing authority decides that no allegation(s) of misconduct have been proved, or if the disciplinarian declines to impose a penalty despite a finding that an act or acts of misconduct have been proved, the matter shall be closed. If the disciplinarian imposes any sanction on the student, the decision shall take effect immediately upon notification to the parent and shall continue in force during any subsequent review.

(n) Right of review. Unless the local school Council was the disciplinarian, a student aggrieved by a disciplinarian's decision after a formal hearing shall have the right to have the decision reviewed if the penalty imposed was at least as severe as long-term suspension or expulsion, an in-school suspension exceeding one school semester or a denial or restriction of student privileges for one semester or longer. A local school Council may grant a right of review for less severe penalties. Local school boards shall establish appropriate mechanisms for review except where the local Council was the disciplinarian, in which case its decision is final and not reviewable administratively. A student request for review must be submitted to the review authority within ten (10) school days after the student is informed of the disciplinarian's decision.

(o) Conduct of review. Unless the SAHQ Academy Governing Council provides otherwise, a review authority shall have discretion to modify the disciplinarian's decision, including imposing any lesser sanction deemed appropriate. A review authority shall be bound by the hearing authority's factual determinations unless the student persuades the review authority that a finding of fact was arbitrary, capricious or unsupported by substantial evidence or that new evidence which has come to light since the hearing and which could not with reasonable diligence have been discovered in time for the hearing would manifestly change the factual determination. Upon any such finding, the review

authority shall have discretion to receive new evidence, reconsider evidence introduced at the hearing or conduct another hearing. In absence of any such finding the review shall be limited to an inquiry into the appropriateness of the penalty imposed.

(p) Form of review. Unless the SAHQ Academy Governing Council provides otherwise, a review authority shall have discretion to conduct a review on the written record of the hearing and decision in the case, to limit new submission by the aggrieved student and school authorities to written materials and/or to grant a conference or hearing at which the student and his or her representative, and school authorities may present their respective views in person. Where a conference or hearing is granted, the record-keeping requirements of Subsection G., Paragraph (4), Sub-paragraph (1), Sub-sub-paragraph (vi) above apply.

(q) Timing of review. Except in extraordinary circumstances, a review shall be concluded no later than fifteen (15) working days after a student's written request for review is received by the appropriate administrative authority.

(r) Decision. A review authority may announce a decision at the close of any conference or hearing held on review. In any event, the review authority shall prepare a written decision, including concise reasons, and mail or deliver it to the disciplinarian, the hearing authority and the student, through the parent, within ten (10) working days after the review is concluded.

(s) Effect of decision. Unless the local school Council provides otherwise, a review authority's decision shall be the final administrative action to which a student is entitled.

Required Appendix G

SAHQ Academy ***Conflict of Interest policy***

The Governing Council is committed to high standards of ethical conduct. The purpose of the Conflict of Interest policy is to protect the school when it is contemplating entering into a transaction or arrangement that might impermissibly benefit the private financial interest of an Officer of the Governing Council, and to provide the Governing Council with a procedure which, if observed, will allow a transaction or arrangement to be treated as valid and binding even though the Governing Council has, or may have, a Conflict of Interest with respect to the transaction. The GC will adhere to all applicable laws in operating a charter school, including but not limited to the laws regarding interested parties and conflict of interest. In addition, the GC will adopt and regularly update its Conflict of Interest Code under the Political Reform Act. An employee of the school will not be eligible to serve on the Governing Council as a voting member.

Article I : PURPOSE

The purpose of the conflict of interest policy is to protect SAHQ Academy'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 school 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 II : DEFINITIONS

1. Interested Person Any director, principal officer, or member of a committee with governing council 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 or investment interest, other than de minimis, in any entity with which the school has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the school has a transaction or arrangement, or

c. A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the school is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Article III : PROCEDURES

1. Duty to Disclose In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing council delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing council or committee decides that 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 council or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining council or committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing council or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from the school to an organization that is tax exempt under under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

3. Procedures for Addressing a Conflict of Interest:

a. An interested person may make a presentation at the governing council 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 council 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 council or committee shall determine whether the school 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 reasonably possible under circumstances not producing a conflict of interest, the governing council or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the school'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 council 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 council or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV : RECORDS OF PROCEEDINGS

The minutes of the governing council and all committees with council 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 council'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 V : COMPENSATION

a. A voting member of the governing council who receives compensation, directly or indirectly, from the school 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 school for services is precluded from voting on matters pertaining to that member's compensation. c. A voting member of the governing council or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the school either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI : ANNUAL STATEMENTS

Each director, principal officer and member of a committee with governing council 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 school is educational 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 VII : 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 educational purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII :USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article VII, the school may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing council of its responsibility for ensuring periodic reviews are conducted.

Required Appendix I

SAHQ Academy

SAHQ Academy Facilities Master Plan

April 25

2014

A rigorous, team-based academic schedule is the foundation of SAHQ Academy. We build relationships that maximize a student's emerging talent, energy and curiosity in an active, community centered facility. We prepare and expose students to careers in sports and health science and graduate productive members of a global economy who thrive under pressure, well prepared for higher education. SAHQ Academy draws on a student's love for sports to empower, motivate and inspire excellence in every aspect of their lives and expands their ability to solve complex problems. Success is learned.

Grades 8-12
1404 Lead SE, ABQ
Charlotte Rode
505-440-6635
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SAHQ Academy

Charter School Overview

SAHQ Academy is a proposed charter school with an anticipated opening Fall of 2015, pending approval. We have reviewed the Statewide Adequacy Standards as well as the Charter variance.

Acronyms/Definitions

SAHQ stands for Student Athlete Headquarters

Several unique terms are useful in understanding the innovative program proposed by SAHQ Academy.

Blended Learning: An innovative form of education that combines active, face-to-face learning and online instruction with technology based curriculum, producing learning data that is used to individualize the student experience.

Digital Curriculum: High quality, technology delivered courses that students can access with a computer or mobile device both on campus and away from campus as part of a customized educational plan. It integrates engaging instructional elements and multiple formative and summative assessments that produce ongoing data about student mastery of curriculum objectives, which are aligned to Common Core and NM Content Standards.

Multi-Tiered Educational Plans: SAHQ Academy will expose students to content on three levels. Foundational Knowledge will be obtained through a mastery based online curriculum, face-to-face instruction and tutoring. Applied Knowledge will be obtained through project based learning and Experiential Knowledge will be obtained through service learning, shadowing and internships.

Sports Science: The study of subjects such as nutrition, physiology and sports technology.

Success Coach: A carefully selected, specially trained to serve two critical face-to-face roles. Success coaches supervise teams of SAHQ Academy students while they are working on their online curriculum, and also provide day to day guidance and motivation regarding college preparation.

Team Zone: The seating area where SAHQ Academy students spend a portion of their on campus time, supervised by their Success Coach.

SAHQ Academy

1. Goals / Mission

a. 1.1.1 Describe the desired state of Schools educational programs.

A rigorous, team-based academic schedule is the foundation of SAHQ Academy. We build relationships that maximize a student's emerging talent, energy and curiosity in an active, community centered facility. We prepare and expose students to careers in sports and health science and graduate productive members of a global economy who thrive under pressure, well equipped for higher education. SAHQ academy draws on a student's love for sports to empower, motivate and inspire excellence in every aspect of their lives and expands their ability to solve complex problems. Success is learned.

SAHQ Academy will implement a cutting edge flex plus model of blended learning that uses high quality digital curriculum for all courses along with expertly trained, certified teachers who work with students in small groups both online and face-to-face. Each student's schedule and pathway through the program is personalized for his or her own learning needs based on a steady stream of performance data from the curriculum, with adapts to their needs and focuses their teachers' attention where it matters most. SAHQ Academy will be an intentionally small school – 300 students maximum. SAHQ Academy will offer specialized instruction in Sports Science subjects such as nutrition, physiology and sports technology. In addition, SAHQ Academy features an integrated wellness program and athletic training with a Personal Trainer and onsite fitness center to help students optimize their physical well-being in support of all around success.

b. 1.1.2 Describe the general educational philosophy

SAHQ Academy's philosophy is that students' academic success can be optimized through smart use of data and technology by expert, passionate teachers – both face to face and online – while their emotional success is supported by specially trained coaches in an innovative team environment. At SAHQ Academy, each and every student has a Personalized Learning Plan tailored to his or her particular learning requirements. This approach allows SAHQ Academy to be a fully inclusive school in which students receiving special education services, English Language Learners, accelerated learners and those in need of academic intervention are all equal members of the SAHQ family, tackling curriculum and interacting with their expertly trained teachers in the same ways as mainstream students. The flexibility for the curriculum and school environment means that any additional support services that such students need can be provided with a minimum of interruption to their overall, success-focused SAHQ Academy

SAHQ Academy

routine. SAHQ Academy will provide an innovative, inspirational and individualized college-prep learning environment for students grades 8-12, maximizing their academic potential, engage their families and community, and prepare them for success in college, in work and in life.

SAHQ Academy will achieve this effect through a unique blended-learning program that combines the best of face to face and online professional instruction with a steady stream of real time academic performance data that tracks student's individual progress to optimize learning. While onsite and while away, student's will have access to their entire world-class, comprehensive online curriculum. Parent's will have 24/7 access to student performance data, thereby stimulating essential family involvement. The guiding philosophy for school culture at SAHQ Academy is flexibility and individualization in exchange for personal accountability in a high expectations environment. The highly flexible, expandable and interactive program accommodates varying learning styles and facilitates differentiated instruction techniques.

At their unique SAHQ Academy Campus, students will be guided by a dedicated staff that includes a Principal, a Guidance Counselor, a Special Education Coordinator and a School Secretary, as well as the following on site-instructional team.

- **Highly qualified teachers**, who rather than delivering a one size fits all curriculum, instead work with students individually and in small groups to intervene and accelerate based on their performance data from the curriculum.
- **Success Coaches**, specially selected and trained to play a dual instructional support and guidance support roles for SAHQ Academy. Success Coaches supervise teams of SAHQ Academy students while they are working in their online curriculum, and also provide day to day motivation regarding academic goals and college preparation.
- **Personal Trainers** who facilitate the use of the on site fitness center, provides sports specific training, helps to coordinate applied aspects of the Sports Science program, and develops individual plans for fitness and lifelong wellness. The personal trainers also coordinate the healthy snacks program that provides fresh fruit and healthy snacks for free to all students.

SAHQ Academy hopes to locate at 1404 Lead Ave. SE in Albuquerque, sharing a facility that already serves as home to a unique community youth fitness center. The SAHQ Academy campus will provide an intimate, innovative and flexible environment unlike any traditional high school but ideally suited for the blended learning approach with a sports science focus. Our Steering Committee has not approached Albuquerque Public Schools for space in a district facility for the school because the target location so well suits SAHQ Academy's unique educational focus.

SAHQ Academy

c. **1.1.3 Describe the desired interaction with the school's community**

Our school community consists of our students and staff, their families, our supporters and the community at large. Our decision making is centered on improving student's academic performance and maximizing exposure to a healthy lifestyle. We hope to locate at 1404 Lead SE, a space that is walking distance to CNM, UNM and adjacent to Presbyterian Hospital and professional offices. We will partner with these institutions to the greatest degree possible. The facility itself will provide a variety of active, learning environments, nutrition education and access to healthy snacks, and an integrated fitness program.

To provide the broadest possible opportunities for our students, SAHQ Academy will pursue partnerships with additional higher education institutions for dual enrollment and college planning opportunities as well as developing alliances with local community sports and nutrition programs.

d. **1.2 .1 Describe the process for data gathering and analysis**

The process for data gathering and analysis relates specifically to our desired location at 1404 Lead SE. PSFA has already visited our proposed location and are awaiting a copy of the assessment. As soon as the information is available, the steering committee will meet to discuss improvements that can be made immediately and those that will be included in our 18 month plan.

With high quality curriculum and strong accountability measures integrated throughout the SAHQ Academy program, student's academic success is consistently monitored, evaluated and a point of focus for all the stakeholders - parents, students and administrators. The school's performance will be measured and communicated continuously to parents and reported monthly to its Governing Board.

Additionally, the Governing Board is responsible for ensuring that all aspects of the financial and programmatic accountability systems fulfill SAHQ Academy's obligations to its authorizer. Specific plans for monitoring and reporting on the effectiveness of curriculum, instructional methods and practices during year 1 include:

Student Achievement. One of the important measures of accountability will be student achievement. SAHQ Academy will measure student achievement through a number of lenses: measurable learning gains, performance on the state standardized tests, progress towards graduation and performance on SAT, ACT and AP exams.

SAHQ Academy

Parent/Student Satisfaction. SAHQ Academy families will be included in communications loops to ensure timely and productive feedback. We will also conduct a survey at least annually to obtain objective, measureable data. This information will be reported to the Governing Board and all stakeholders.

Compliance with state law. The school will measure itself against compliance with NM state law regarding public education, charter schools specifically under the Charter School Act, 2011 NMSA 1978 (unannotated)/Chapter 22 Public Schools/ Article 8B Charter Schools and other objective compliance criteria. The compliance will include the timely and accurate reporting of required state data.

Fiscal Accountability. The school is fully committed to fiscal accountability. Its budget reflects its commitment to cost control, responsible growth and regular audits.

e. **1.2.2 Identify individuals representing the school authorized as contact on issues and questions relating to this submission**

Contact : Charlotte Rode coachrode@comcast.net 505-440-6635

Identify processes for capital planning and decision making

The Governing Board of the charter school is responsible for overall capital planning and decision-making, with guidance and input from the Principal and the staff leadership team once those individuals are in place. The SAHQ Academy GB will meet regularly in open, public meetings to fulfill its duties, and may from time to time create subcommittees or task forces to carry out special tasks. Special or emergency meetings shall be held as needed. All meetings involving a quorum of the Governing Board shall be noticed and conducted in accordance with the Open Meetings Act. The Governing Board shall keep written or digital or tape recorded minutes of all its meetings.

The SAHQ Academy Governing Board is ultimately responsible for the overall financial management of the school. The Board will designate one of its members to serve as the Treasurer of the school. The individual will have a financial background to enable him/her to perform this function. The Treasurer and the entire Governing Board will participate in regular board training with an emphasis on fiscal management and oversight and will ensure that the school's Business Manager participates in district and NM PED charter school training, when appropriate. SAHQ Academy will follow detailed fiscal procedures, which comply with Generally Accepted Accounting Principles (GAAP) and will ensure sound financial management.

The school will begin the annual budgetary process each February with an enrollment target set by the Governing Board. The school's Business Manager will coordinate the

SAHQ Academy

development of revenue and expenditure assumptions based upon this enrollment target. This will be a very iterative process and involve the appropriate stakeholders – Business Manager, Governing Board, Principal, teachers and others. Once an initial budget based on planned events has been drafted, it will be tested against a lower enrollment level to ensure the school can withstand a lower than expected enrollment. As more information is learned, assumptions will be revised and the impact discussed with the Governing Board. SAHQ Academy follows a detailed annual budget development process.

- Starts in February with Board, by setting the enrollment target for the coming year and discussing key assumptions such as staff compensation and new initiatives, and confirming per pupil funding rates (regular education, special education, add ons)
- SAHQ Academy Business Manager develops a draft budget through a very iterative process, including a financial narrative that explains all the key assumptions and results.
- The Board designates individual(s) to review the draft budget and narrative through conference calls and in person meetings
- SAHQ Academy Business Manager presents the revised draft budget to the Board for adoption
- SAHQ Academy Business Manager will revise the budget at start of school, reflecting updating of key assumptions like enrollment and actual salaries, and the Board may elect to adopt this revised budget as its official school budget for the year.

Identify how community input is considered.

The proposed location of SAHQ Academy, 1404 Lead SE, has been a focus of community involvement. The facility serves as a community center and event space, hosting meetings for local schools and charters, neighborhood associations, sports teams, educational camps and others. Building on this community interest, SAHQ Academy will soon begin offering multiple information sessions about the school, in person and online, for families and community members. SAHQ Academy will use these sessions to provide a complete array of information about its program and solicit feedback about the different ways parents and community can get involved.

In addition, SAHQ Academy will develop an ongoing partnership dialog with local businesses and other organizations – such as non profits and advocacy groups – regarding community service opportunities, internships and mentorships for students. We have discussed with APS about roles the school and its facility can play in supporting district initiatives such as the APS homeless sports program.

The Governing Board also provides a venue for community and parent input. In addition to ensuring community representation on the Board, the Board may create ad hoc

SAHQ Academy

community advisory groups to provide guidance on particular subjects such as local partnerships and neighborhood outreach. Community members who are not Board Members are also encouraged to be involved with Board activities; contact and other information about the Board will be available to families and the public on request and will report on Board activities in the school newsletter.

Identify members of the Steering Committee

The Steering Committee consists of volunteers who have a passion for kids and education. It includes parents, educators, coaches and community members. Currently, the committee consists of:

George MacAfee (Science teacher, Sandia) , Ed Bacallini (SS Abq. Academy), Dave Koverik (History St.Pius), Lindsey Kerwin (Math and AD), Mike Madonia (Sandia Labs), Lareylle Cunningham (Police, coach), Charlotte Rode (Coach)

2. Projected Conditions

a. 2.1.1 Provide overview of proposed educational programs and facilities.

SAHQ Academy will combine open spaces with comfortable seating and multiple work surfaces with technology enhanced classrooms. Our proposed education model calls for a blended learning environment. The facility will accommodate the student's need for online access to curriculum, independent study, small group class work, projects, large group presentations and athletic training. Open spaces provide clear sightlines and open work areas allow staff to maintain visual contact with the students at all times while classrooms allow teachers to openly discuss material without creating a distraction. The special curriculum strand focusing on Sports Science along with the onsite fitness center staffed with a personal trainer, plus ubiquitous access to healthy snacks, promote student wellness and focus.

Identify and describe any potential shared/joint use facilities with public or private entities.

SAHQ Academy intends to share the 1404 Lead Ave. SE location with the Student Athlete Headquarters, a community based, non profit youth fitness organization. SAHQ Academy will collaborate with the Student Athlete Headquarters to provide the school fitness center and extend the schools overall wellness and Sports Science program.

Describe the school's proposed instructional program.

The SAHQ Academy educational program is built around each student, with the daily routine driven by data about his or her learning and activities designed to maximize both academic performance and social/emotional growth. Key elements include:

SAHQ Academy

- **Engaging technology facilitated curriculum:** SAHQ Academy will use high quality curriculum that has a proven record of success and produces strong academic results. Throughout the flexible school day and beyond, students can access their curriculum which allows them to work anywhere, anytime within the school campus and beyond – and produce a rich stream of learning data to guide every instructional decision.
- **Blended instructional model:** As part of its flex approach to blended learning, SAHQ Academy combines the best of face to face and online teaching to maximize the impact of its highly qualified teachers. The school’s face to face teachers work in small groups on a schedule determined by their data documented learning needs.
- **Data powered instruction with dynamic differentiation:** As student’s work through their engaging online curriculum, they generate rich streams of performance data the school’s professional, certified teachers use to maximize student’s performance. Teachers use data on students performance to dynamically group students for intervention, enrichment, project work and individual study. Student’s meet with their teachers individually and in small groups multiple times per week and are supported in their drive for academic excellence by their Success Coaches.
- **Personalized learning plan:** Developed collaboratively for each student by the staff with input from parents and students, this plan guides the tailoring of both curriculum and in instruction to meet the student’s needs. Special attention will be paid to meeting needs of students with disabilities and English Language Learners, whose Personalized Learning Plans will reflect necessary modifications and accommodations but who are otherwise fully integrated into the daily learning routines of the school.
- **Flexible Use of Space and time:** Rather than rows of forward facing desks and teacher lectures, the SAHQ Academy blended campus provides a combination of comfortable Team zones and inspiring subject specific classrooms where students and teachers meet in small groups and one on one to engage in active learning. The school day maximizes flexibility so the students who need more intensive intervention and direct instruction will get it, while the students who are ready to move ahead can do so. SAHQ Academy also allows time and space for special focus on elite sports, community service, college courses, internships and family obligations.

SAHQ Academy

- **Small school design:** SAHQ Academy is small by design, serving up to 300 students. Recent research on small schools shows significant positive impact on graduation rates when the personalization of an intimate learning environment is coupled with a strong mission focus and careful attention to continuous program improvement through the use of performance data.
- **Active bodies, active minds – fit bodies, fit minds:** SAHQ Academy is dedicated to the proposition that exercise helps ensure academic and emotional success for students while laying the foundation for lifelong health – and combating the obesity challenges facing many New Mexico youth. Neuroscience research suggests that exercise improves memory functions and relieves symptoms of depression. The SAHQ Academy campus has an on sit fitness center provided through collaboration with Student Athlete Headquarters and staffed by a dedicated Personal Trainer who ensures an exercise plan for every student while bringing in a rich array of fitness options from yoga to sports specific skills work.
- **A coach for every student:** In addition to highly qualified teachers in every subject, SAHQ Academy will work with specially trained Success Coaches. These Success Coaches deepen and extend the school experience by focusing on the student’s individualized learning needs and ensuring the right mix of motivation and accountability.
- **Expanded learning opportunities:** Students seeking academic rigor and an engaging curriculum that allows able students to move forward at their own pace find both at SAHQ Academy. Beyond the individual enrichment provided by the face to face highly qualified teachers, the SAHQ Academy schedule permits students to participate in internships, pursue athletic passions and take college courses.
- **College preparation:** Students at SAHQ Academy receive individualized and intensive guidance counseling focused on their pathway to college. At the SAHQ Academy blended school, the Guidance Counselor’s work is reinforced by the Success Coaches who work closely with the students to ensure that they are considering all of their college options – often through the lens of career interests – and planning properly the coursework and exams they will need to complete to reach their goal. As noted above, the curriculum offers a wide array of options including the ability to add college courses to the schedule.

SAHQ Academy

Describe the general instructional organization (grade levels, groups, academies)

SAHQ Academy will be a school serving grades 8-12, with a defined progression toward high school graduation and college admission and with multiple opportunities to accelerate toward or exceed those requirements. Students spend part of their on-campus time in cross grade Team Zones, where they work on their individualized learning program and complete their own schedule of online classes side by side with students from different grade levels in different courses. Within the Team Zones, clusters of students can collaborate on projects. For face to face instruction, students are dynamically grouped based on their performance in the curriculum and their specific learning needs.

Describe scheduling approach (periods, block schedule)

SAHQ Academy offers a flexible, non traditional schedule that optimizes face to face, online and personal training while fulfilling and likely exceeding the required 1080 annual hours of school directed programming. A student's daily schedule will be structured to meet his or her individual needs year round. During the regular school year, classes and training will be conducted from 7am-5pm Monday – Friday, divided into five two hour blocks and 9-12 Saturdays. A student's day will include physical training, advisory, online coursework and face to face instruction. Although the programming is flexible, those students falling behind on lesson completion or otherwise struggling will be required to spend additional time on campus.

List anticipated special curricular and extracurricular activities to be accommodated in the facility, if any.

The Sports Science overlay at SAHQ Academy adds an important dimension to the instructional organization of the school. All SAHQ Academy students will participate in foundational Sports Science activities, including at least one college/dual credit course, career exploration and a personal fitness plan. Students then have the opportunity to pursue several specialized Sports Science tracks with additional electives, college courses and internship opportunities.

2.2.1 Indicate proposed enrollment cap

SAHQ Academy will have a maximum enrollment of 300 students and expects to launch with 100 students in grades 8-10 in the fall of 2015.

SAHQ Academy

2.2.2 Describe any plans for phased enrollment

Year	8 th	9 th	10 th	11 th	12 th	Total
1	50	25	25			100
2	50	50	25	25		150
3	50	50	50	25	25	200
4	50	50	50	50	25	225
5	50	50	50	50	50	250

2.2.4 Identify anticipated class loading requirements or district policy

Based on SAHQ Academy's innovative use of space and time, the following loads are expected per room:

- **Classrooms:** Each subject classroom will serve students in groups of no more than 25, much more typically the group size will vary from 5-15 students. Class periods are typically 30 minutes and are focused on small group instruction, remediation and acceleration.
- **Team Zones:** These are not enclosed classrooms but rather semi enclosed seating areas that must accommodate up to 35 students and a success coach.

2.2.5 Identify anticipated classroom needs, including number of classrooms to accommodate the projected enrollment. Provide supporting analysis.

- **Classrooms:** Each core subject will have a dedicated classroom. Math, Science, English and Social Studies. (400-500 square feet each)
- **Team zones:** There will be four team zones. (800-1000 square feet each)

SAHQ Academy

Itemize the quantity and sizes of other spaces required to accommodate the instructional program.

In addition to the classrooms and Team Zones described above, SAHQ Academy will require:

- A sports science / athletic training room (400-500 square feet)
- Film room (400-500 square feet)
- Yoga room (400-500 square feet)
- Conference room for meetings and small group studies (200-300 square feet)
- Reception office and snack bar for healthy snacks (200-300 square feet)
- Principal and guidance counselor offices (150 square feet each)
- Fitness gym (4000 square feet)
- Kitchen – nutrition classroom and juice bar (1000 square feet)
- Restrooms 6 bathrooms, 3 male and 3 female (800 square feet)
- Cleaning room (50 square feet)
- Maintenance room (150 square feet)
- Data Room (300 square feet)
- Storage areas, including secure fireproof storage for student records (700 sq. feet)
- If E-occupancy can be obtained for the second floor, we will utilize the Auditorium space and basketball court (8000 square feet)

2.3.1 Include Maps which identify the location of any existing and proposed facilities



SAHQ Academy

Provide a description of sites and facilities, existing or proposed

A description of 1404 Lead Ave. SE is shown below

PROPERTY PROFILE

Project:	Calvary Christian Academy Campus Property
Location:	Outlying University area 1404 Lead Avenue S.E. Albuquerque, New Mexico
Land Area:	1.3774 +/- Acres
Legal Description:	Lots 2 - 6 and Lots 8 - 10, 044 Terrace Addition
Zoning:	SU-2 SU-1 for Church & Related Facilities, City of Albuquerque
Building SF:	+/-27,120 SF Total
# of Stories:	3 Levels
Proposed Property Split:	(1) 16,500+/- SF Bldg Wing (3-story portion w/ sanctuary) sitting on approx. 24,150 SF of land fronting along Lead Avenue (2) 10,600+/- Bldg Wing (1-story portion w/ 10 classrooms) sitting on approx. 35,850 SF of land fronting along Coal Avenue
Year Built:	1960s - Year of Construction being verified
Type of Construction:	Combination of block and brick construction
# of Parking Spaces:	55 on-site parking spaces with additional off-site parking available on Sycamore & Maple Streets
Additional Points:	<ul style="list-style-type: none">• Well established church school property positioned in the South I-25 Corridor in close proximity to Presbyterian Main Hospital, the University of New Mexico campus and Downtown Albuquerque• Excellent opportunity for another church and/or school to establish roots in a centrally located area with close freeway accessibility• Property also lends itself well to a variety of mixed use redevelopment options including office, non-profits, daycare, medical office and residential

SAHQ Academy

2.3.4 Provide a summary of the facility condition evaluation

PFSA evaluated the facility for SAHQ Academy on 4/3/14. We have not received the report as of 4/24/14.

3. Facility Requirements

3.1.1 Outline your plan for being in a public building by 2015 in compliance with HB-283

The building is currently owned by a non-profit whose purpose is to support the school. HB-283, Section 2.D.2.b.2

3.1.2 Identify and describe major facility goals and concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs

As described above, the innovative SAHQ Academy campus design invites students to move freely but work hard. With an open, active floor plan, comfortable seating options, multiple work surfaces, the campus combines elements of a college lounge with the latest in technology-enhanced school design.

An open “white box” space is ideal as a starting place for the SAHQ Academy build out. Achieving this open state often requires demolition of traditional classrooms and walls.

The SAHQ Academy design does require sufficient electrical and wireless internet coverage for a large number of students and staff to be working online simultaneously without slowness or interruption.

SAHQ Academy provides a secure learning environment by ensuring clear sightlines and open work areas throughout the space, as opposed to closed offices and hallways, allowing staff to maintain visual contact with the students at all times. We hope to have a key card access point to serve as both a security measure as well as an attendance verification system.

3.2.1 Space summary

The e campus SAHQ Academy campus requires about 15,000 square feet of space, including the fitness center. If e-occupancy can be achieved for the upstairs, the auditorium, basketball court, entry and reception will add an additional 10,000 square feet. These additional spaces will provide additional learning space as well as enhance our academic programs.

SAHQ Academy

4. Capital Plan

Build out of the SAHQ Academy floor plan at 1404 Lead Ave. SE will require the following renovations and improvements.

- Demo of walls to create open space
- Construction of window walls for classrooms
- Construction of half walls for team rooms
- Finishes and built ins
- Any necessary improvements in mechanical and electrical systems
- Any necessary improvements in internet access
- Possible installation of a lift or other measures to address accessibility if using more than one floor

The Steering Committee is currently assessing the costs involved in achieving this build out. A follow up can be made after we receive the PSFA evaluation and are able to get cost estimates from an architect and contractor.

Beyond the goodwill of our benefactors, we are researching grants to assist in the implementation of our capital plans.

SAHQ Academy

Name of facility	1404 Lead Ave SE (formerly Calvary Christian Academy)
State Identification number	To be determined
Physical Address	1404 Lead Ave. SE, Albuquerque, NM
Date of opening	March 2015 (six months before school start date – facility open for enrollment and community engagement)
Dates of major additions and renovations	Renovations (consisting of simple wall removal and open space finishing) Dec.2014-Feb.2015
Facility Condition Index and NM Facility Condition Index, if available	Not yet available
Site owned or leased	Owned by non profit
Total Building square gross ft.	15,000 square feet on one level, Coal Ave. elevation. Additional 12,000 square feet on Lead Ave. elevation.
Site acreage	1.37 acres
Total number of permanent general classrooms	4 classrooms
Total number of permanent specialty classrooms	4 Team zones 1 Sports science / Training room 1 Yoga room 1 Film room 1 fitness area Possible auditorium and basketball court
Total number of portable classrooms	0
Total number of classrooms	12 – 14
% of Portable – permanent classrooms	Not applicable
Total enrolment	Cap of 300 students
Number of gross square feet per student	15,000 square feet - 50 sq ft. per student

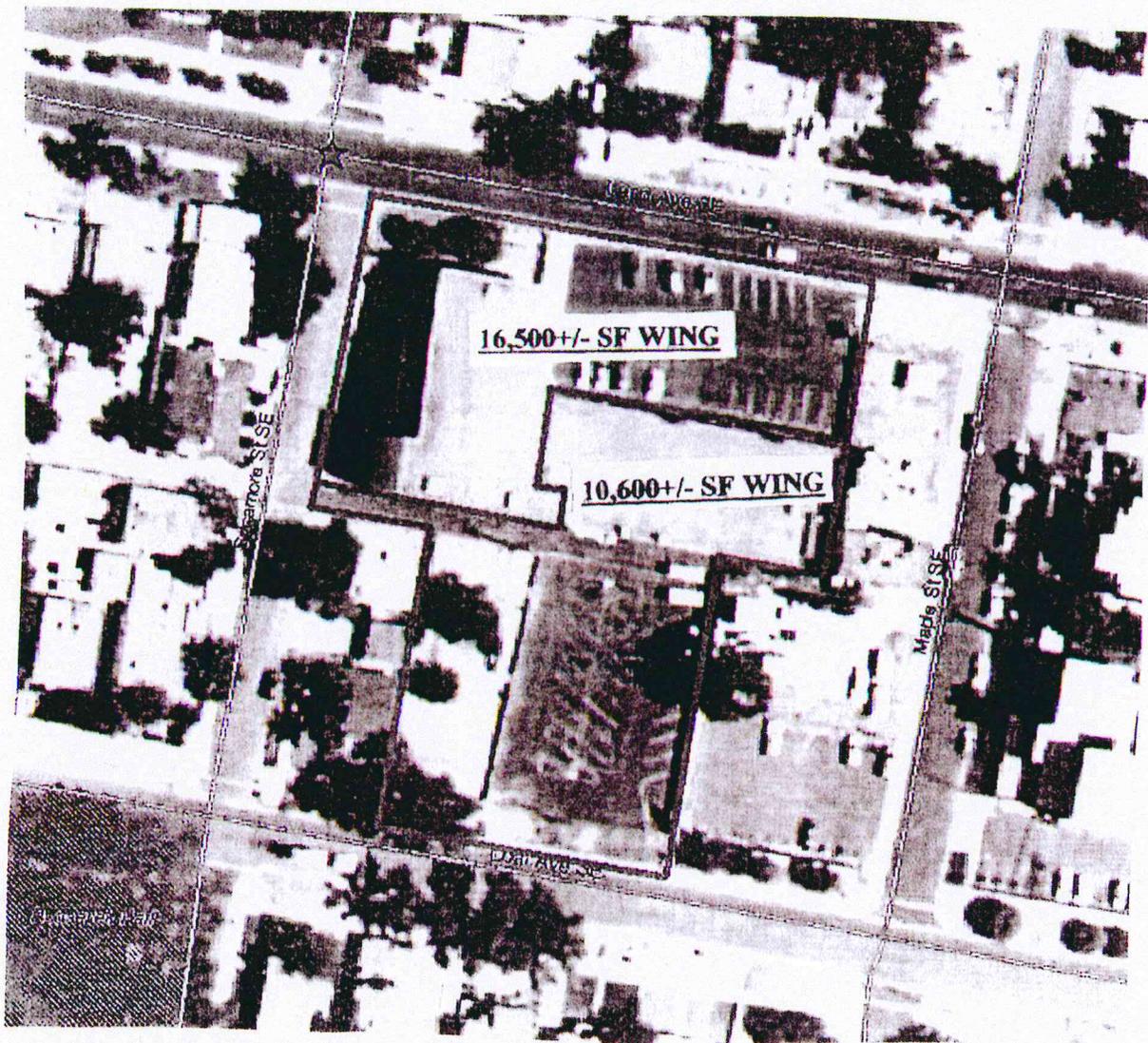
SAHQ Academy

per school facility

27,000 square feet - 90 sq. ft per student

5.2 Sealed school site plan

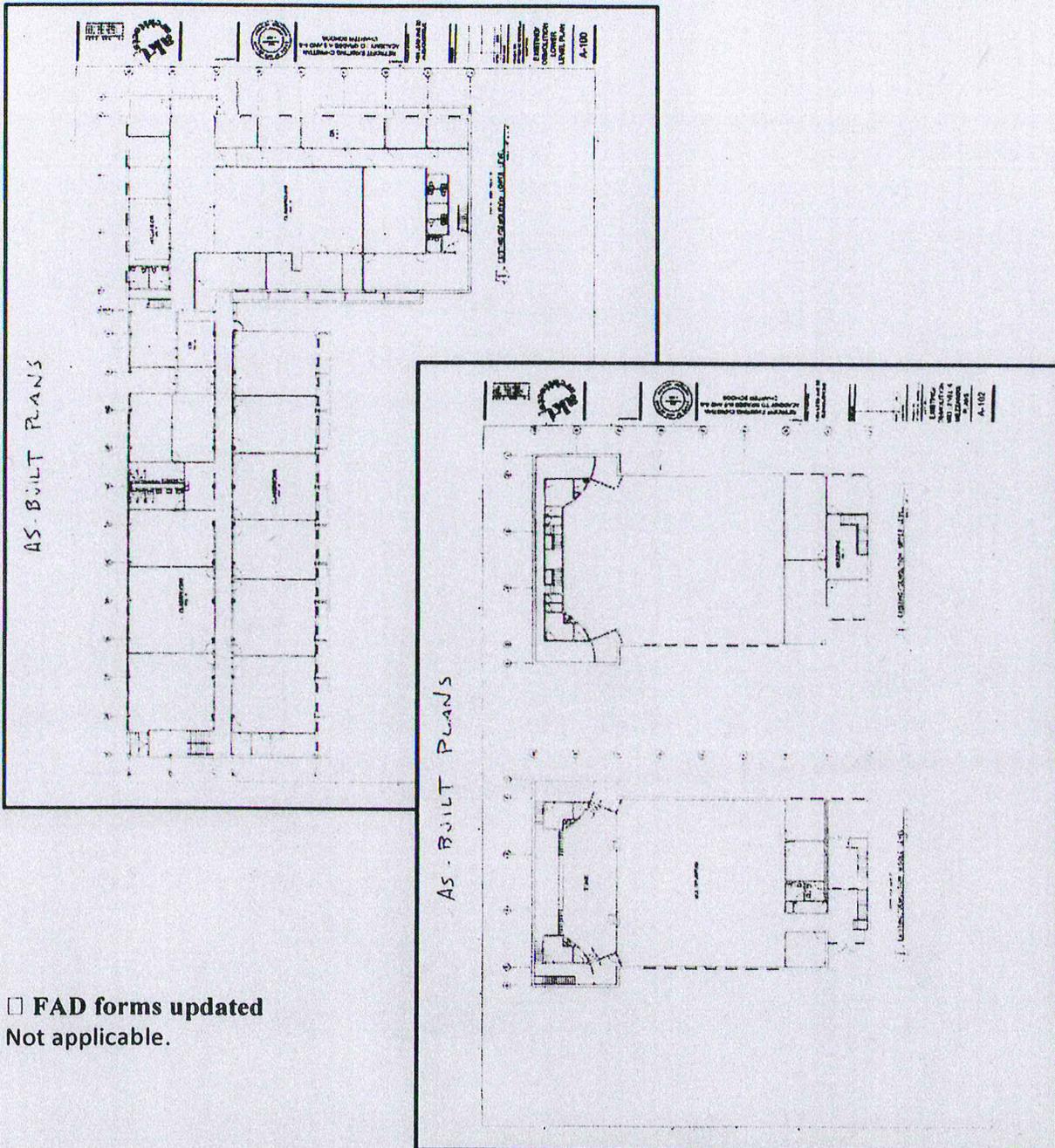
The site plan below shows 1404 Lead Ave. SE in context, including parking lots and off-road drop off and pick up areas.



SAHQ Academy

5.3 Scaled school floor plans with room numbers to match inventory

The as built plans for 1404 Lead Ave SE are shown below. A specific scaled floor plan for SAHQ Academy at 1404 Lead Ave. SE is in development.



SAHQ Academy

5.8 Detailed space and rooms requirements, if applicable.

See specifications below for the SAHQ Academy model

5.8.1 Technology and Communications Criteria

SAHQ Academy provides cutting edge virtual curriculum using state of the art technology, data servers, utilizing bandwidth capacity of 30 megabytes per second.

5.8.2 Power criteria

We utilize standard power in all areas of the school, with the exception of the fitness center and kitchen which may require additional power for treadmills, exercise bikes, appliances etc. However we will not require more power than is available at the facility.

5.8.3 Lighting and day lighting criteria

SAHQ Academy understands the benefits of natural, well lit spaces. We incorporate a mixture of natural light, indirect lighting and artificial lighting techniques to provide sufficient lighting to all spaces within the school to insure a healthy facility.

5.8.4 Environmental conditioning criteria

No specific criteria

5.8.6 Furnishings and equipment criteria

The SAHQ Academy furniture package will be designed to accommodate an active learning environment. With high study tables, low study tables, study lounges, semi-private cubicles and a wealth of open space for collaborative learning opportunities, we are able to accommodate various learning styles and studying habits. We even have standing study counters for those students who do not wish to sit down at all. Our equipment package will complement our desire to provide an excellent learning space for young adults. State of the art technology, accessories and audio / visual equipment, provides access to learning for all students.

5.8.7 Table types

SAHQ Academy will offer table types that are customized for their function. High tables and chairs for collaborative learning and studying opportunities and low tables for those wanting a more conventional and intimate seating height.

5.8.8 Storage types

SAHQ Academy will be equipped with one main storage room as well as smaller storage closets.

5.8.9 Criteria sheets – N/A

SAHQ Academy FMP-Ed Spec PSFA appr letter
May 5, 2014

Good Morning Ms. Rode,

PSFA has received and reviewed the Facility Master Plan/Educational Specification's (FMP/Ed Spec's) for SAHQ Academy. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it is adequate to accommodate 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, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your plan. I have attached the PSFA letter above. Please let me know if you have any questions or desire additional information.

Sincerely,

William W. Sprick (Bill)



William W. Sprick | Facilities Master Planner
Public School Facilities Authority
1312 Basehart Road, SE Suite 200 | Albuquerque, NM 87106
Phone: 505-468-0282 | Cell: 505-715-3863 | Fax: 505-843-9681
E-mail: bsprick@nmpsfa.org | Web: www.nmpsfa.org

STUDENT ATHLETE HEADQUARTERS

May 3, 2014

Mr. Kizito Wijenje
Albuquerque Public Schools
Executive Director, Capital Master Plan

Mr. Wijenje,

I am writing to request a list of facilities that might be made available to our proposed charter school. SAHQ Academy has submitted a letter of intent to serve grades 8-12 in Albuquerque beginning the fall of 2015 with a student body cap of 300. We are a college prep high school with a focus on sports science. Our blended curriculum will require both classroom space and a large, open computer lab. In order to fulfill our mission, we will also need access to adequate sports training space and a kitchen for nutrition studies.

Our community based charter school has the following needs:

- Located near CNM (preferably with easy freeway access)
- 6-10 classrooms (400-600 square feet)
- Large open academic space (3000 - 4000 square feet)
- Large open gym space with high ceilings (5000+ square feet)
- Basketball court with high ceilings
- Kitchen
- High speed internet access
- On bus route
- Adequate administrative space and storage
- Green space or nearby park

Please forward your reply to Charlotte Rode, coachrode@comcast.net.

Thank you for your time and assistance,

Charlotte Rode
1409 California NE
Albuquerque, NM 87110
505-440-6635

1404 Lead Ave. SE
Albuquerque, NM 87110
1/2 mile east of I-25 on Coal

Phone: 505-440-6635
505-463-6554
E-mail: info@sahq.org
www.sahq.org



If it doesn't challenge you,
It won't change you.

APS Response to facility inquiry.

Mr. Tolley (Copied) from the Charter School Office is actually the most appropriate person to talk to you at this time. Finding suitable commercial rental property in the area indicated not already owned by UNM or CNM will be next to impossible. Finding rental property ANYWHERE in the greater metropolitan area that matches your technical/educational requirements is just not possible. Please see the rough preliminary cost/benefit analysis for a facility based on your specifications;

Rough Cost/Benefit Analysis for Housing Proposed SAHQ Charter School			
	Square Feet	Construction Cost*	Rental Cost (per month)*
10 Class rooms	8400	\$ 2,184,000.00	\$ 9,240.00
Multi-purpose	4000	\$ 1,040,000.00	\$ 4,400.00
Gym/Court	8000	\$ 2,080,000.00	\$ 8,800.00
Kitchen/cafeteria	5000	\$ 1,450,000.00	\$ 5,500.00
Admin	2500	\$ 650,000.00	\$ 2,750.00
Tare/Bathrooms	3000	\$ 780,000.00	\$ 3,300.00
Storage	1500	\$ 390,000.00	\$ 1,650.00
Total	32400	\$ 8,424,000.00	\$ 35,640.00 ***
*Rental costs DO NOT include cost of bringing up to educational adequacy, furnishings and equipment			
Costs for monthly utilities are separate			
**Construction costs DO NOT include costs for real estate acquisition (Minimal 5 acres to accommodate)			
***State lease reimbursement for 300 students is approximately \$210,000 a year. Balance of rent			

Kizito Wijenje, AICP
 Executive Director, Capital Master Plan
 Albuquerque Public Schools
 Capital Master Plan Department
 Lincoln Building 2nd Floor Suit #9
 915 Locust Street SE 87106
 P.O. Box 25704
 Albuquerque, NM 87125-0704
 E-mail: wijenje@aps.edu
 Web Site: <http://www.apsfacilities.org/>
 Fax: 505-848-8824
 Phone: 505-848-8875

Required Appendix L

SAHQ ACADEMY Salary Schedule Year 1
LEVEL I BEGINNING TEACHER & CERTIFIED STAFF SALARY SCHEDULE
LEVEL II PROFESSIONAL AND LEVEL III MASTER TEACHER SALARY SCHEDULE

SCHOOL YEAR

EXPER.	BA		BA + 15		BA + 45 or MA			MA + 15			MA + 45/ PhD		
	Level I	Level II	Level I	Level II	Level I	Level II	Level III	Level I	Level II	Level III	Level I	Level II	Level III
0	\$ 34,000		\$ 34,500		\$ 35,000			\$ 35,500			\$ 36,000		
1	\$ 34,500		\$ 35,000		\$ 35,500			\$ 36,000			\$ 36,500		
2	\$ 35,000		\$ 35,500		\$ 36,000			\$ 36,500			\$ 37,000		
3	\$ 35,500	\$ 40,800	\$ 36,000	\$ 41,300	\$ 36,500	\$ 41,800		\$ 37,000	\$ 42,300		\$ 37,500	\$ 42,800	
4	\$ 36,000	\$ 41,300	\$ 36,500	\$ 41,800	\$ 37,000	\$ 42,300		\$ 37,500	\$ 42,800		\$ 38,000	\$ 43,300	
5	\$ 36,500	\$ 41,800	\$ 37,000	\$ 42,300	\$ 37,500	\$ 42,800		\$ 38,000	\$ 43,300		\$ 38,500	\$ 43,800	
6		\$ 42,300		\$ 42,800		\$ 43,300	\$ 43,800		\$ 43,800	\$ 44,300		\$ 44,300	\$ 44,800
7		\$ 42,800		\$ 43,300		\$ 43,800	\$ 44,300		\$ 44,300	\$ 44,800		\$ 44,800	\$ 45,300
8		\$ 43,300		\$ 43,800		\$ 44,300	\$ 44,800		\$ 44,800	\$ 45,300		\$ 45,300	\$ 45,800
9		\$ 43,800		\$ 44,300		\$ 44,800	\$ 45,300		\$ 45,300	\$ 45,800		\$ 45,800	\$ 46,300
10		\$ 44,300		\$ 44,800		\$ 45,300	\$ 45,800		\$ 45,800	\$ 46,300		\$ 46,300	\$ 46,800
11		\$ 44,800		\$ 45,300		\$ 45,800	\$ 46,300		\$ 46,300	\$ 46,800		\$ 46,800	\$ 47,300
12		\$ 45,300		\$ 45,800		\$ 46,300	\$ 46,800		\$ 46,800	\$ 47,300		\$ 47,300	\$ 47,800
13		\$ 45,800		\$ 46,300		\$ 46,800	\$ 47,300		\$ 47,300	\$ 47,800		\$ 47,800	\$ 48,300
14		\$ 46,300		\$ 46,800		\$ 47,300	\$ 47,800		\$ 47,800	\$ 48,300		\$ 48,300	\$ 48,800
15		\$ 46,800		\$ 47,300		\$ 47,800	\$ 48,300		\$ 48,300	\$ 48,800		\$ 48,800	\$ 49,300
16		\$ 47,300		\$ 47,800		\$ 48,300	\$ 48,800		\$ 48,800	\$ 49,300		\$ 49,300	\$ 49,800
17		\$ 47,800		\$ 48,300		\$ 48,800	\$ 49,300		\$ 49,300	\$ 49,800		\$ 49,800	\$ 50,300
18		\$ 48,300		\$ 48,800		\$ 49,300	\$ 49,800		\$ 49,800	\$ 50,300		\$ 50,300	\$ 50,800
19		\$ 48,800		\$ 49,300		\$ 49,800	\$ 50,300		\$ 50,300	\$ 50,800		\$ 50,800	\$ 51,300
20		\$ 49,300		\$ 49,800		\$ 50,300	\$ 50,800		\$ 50,800	\$ 51,300		\$ 51,300	\$ 51,800
21		\$ 49,800		\$ 50,300		\$ 50,800	\$ 51,300		\$ 51,300	\$ 51,800		\$ 51,800	\$ 52,300
22		\$ 50,300		\$ 50,800		\$ 51,300	\$ 51,800		\$ 51,800	\$ 52,300		\$ 52,300	\$ 52,800
23		\$ 50,800		\$ 51,300		\$ 51,800	\$ 52,300		\$ 52,300	\$ 52,800		\$ 52,800	\$ 53,300
24		\$ 51,300		\$ 51,800		\$ 52,300	\$ 52,800		\$ 52,800	\$ 53,300		\$ 53,300	\$ 53,800
25		\$ 51,800		\$ 52,300		\$ 52,800	\$ 53,300		\$ 53,300	\$ 53,800		\$ 53,800	\$ 54,300
26		\$ 52,300		\$ 52,800		\$ 53,300	\$ 53,800		\$ 53,800	\$ 54,300		\$ 54,300	\$ 54,800
27		\$ 52,800		\$ 53,300		\$ 53,800	\$ 54,300		\$ 54,300	\$ 54,800		\$ 54,800	\$ 55,300
28		\$ 53,300		\$ 53,800		\$ 54,300	\$ 54,800		\$ 54,800	\$ 55,300		\$ 55,300	\$ 55,800
29		\$ 53,800		\$ 54,300		\$ 54,800	\$ 55,300		\$ 55,300	\$ 55,800		\$ 55,800	\$ 56,300
30		\$ 54,300		\$ 54,800		\$ 55,300	\$ 55,800		\$ 55,800	\$ 56,300		\$ 56,300	\$ 56,800

Founders

SAHQ Academy

Founding Members

Coach Mike Madonia

Michael Madonia is a Project Management Consultant with over 25 years' experience supporting industrial and government customers. He has developed and applied solutions in scheduling, cost estimating, performance tracking, and risk management; applied to programs in excess of \$500M. Mr. Madonia has had direct project management control on multiple projects ranging to \$12M. He is a certified Project Management Professional (PMP) with technical background in engineering and nuclear sciences.

Dr. Richard Luarke

Raised by his grandparents at the Pueblo of Laguna, Richard was exposed to an upbringing that was rich with New Mexico Pueblo culture & values, a deep tradition of contribution to community, and with inspiration to live a great life.

Most recently, Richard has served two-terms as the Governor for the Pueblo of Laguna. In the role of governor, Richard engaged at the local, state and national levels on education issues, policy, data and fiscal management. Education and self-improvement continue to be motivators of Richard's work.

Richard has a passion for strategy, analytics, designing of economies & economic advancement. His professional experience includes being a small business owner, as well as working for international companies like American Management Systems and AT&T - Global Strategy & Solutions. The majority of Richard's professional career has been in the areas of technology, strategy & economic advancement. Richard has grown his credibility as a thought leader and speaker on topics ranging from economics, strategy, culture, inspiration and leadership. Currently, Richard is the CEO of 96 Degrees, a professional services firm focused on Strategy, Data and Analytics, and Economic Advancement.

Richard has a Bachelor of Arts in Economics from the University of New Mexico, a Masters of Business Administration from New Mexico State University, and a Ph.D. from Arizona State University-School of Social Transformation.

Michael Vigil, CPA is licensed as a Certified Public Accountant in the State of New Mexico and is a Level II Licensed Business Manager. Michael has worked in public school finance since 1990. Michael's previous work experience includes over 16 years in the Albuquerque Public School District in the positions of Director of Internal Audit, Chief Financial Officer, Chief Business Officer, Associate Superintendent; and lastly, Superintendent for Business. Michael was the Executive Director and the Chief Operations Officer of the New Mexico Coalition for Charter Schools for approximately 2 years. Michael has previously worked in a local CPA firm and the financial industries arena in various capacities. Michael has been licensed as a Certified Public Accountant since 1983. Michael graduated from the Anderson School of Management at the University of New Mexico.

- **Coach Lindsey Kerwin** received her bachelor's degree from the college of education at the University of New Mexico and is a licensed NM teacher. She spent seven years at the Martineztown Community Learning Center facilitating an after school literacy program. She is the currently the Math department chair at an Albuquerque charter school working on curriculum and staff development. Ms. Kerwin has been awarded two National Community service awards and has been a volunteer at SAHQ since day one.
- **Coach Brennan Rode** is an emerging leader and female pioneer in the boys' basketball community. She has a degree in international business from the University of San Francisco, received a full scholarship to play basketball at Cal Berkeley out of Rio Rancho High School where she received All American honors. She coached collegiately at SFSU and Dominican University but returned to Albuquerque to found Student Athlete Headquarters and serve New Mexico Youth.
- **Coach and Officer LaReylle Cunningham** is a New Mexico State Policeman and Student Athlete Headquarters Lead Trainer. He is a graduate of Cal Berkeley where he played football and is a fluent Spanish speaker. Officer Cunningham received Officer of the Year in his division and is an outstanding role model for our youth. He is one of the most feared, loved and respected coaches we have because of his no nonsense, high expectation approach. Coach Cunningham moved to New Mexico from California to help found Student Athlete Headquarters and spends time everyday contributing as a trainer, coach, mentor and friend.
- **Coach Charlotte Rode** is a New Mexico native, lifelong community volunteer, education advocate, mother of seven, grandmother and basketball coach. She attended both Pepperdine University and UNM and has been married for almost 30 years. She is a full time volunteer at Student Athlete Headquarters, an appointee to the Bernalillo County Sports Commission, the Youth Health Equity Commission and a former State Fair Commissioner.

Appendix-Optional
Part C Evidence
Question B.(1)

Almitra Sanchez
618 Page Ave. NE
Albuquerque, NM 87102

July 1, 2015

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gasper Avenue
Santa Fe, NM 87501

For Attention of Carolyn Shearman Chair of the Public Education Committee

Dear Ms. Shearman:

I wanted to take this opportunity to ask for your support for SAHQ Academy. My 10-year-old daughter, 12-year-old son, and I train at Student Athlete Headquarters. I am constantly impressed with the professionalism and dedication that the volunteer staff and coaches demonstrate on a daily basis. These volunteers are not only knowledgeable in skills training, but are physically able to train alongside those they are pushing to do their best. I have seen tremendous improvement in my children's physical performance in their sports activities as a result of the training they receive at SAHQ, so I am certain that the academic gains from SAHQ Academy would be just as strong. I have witnessed my children train in challenging activities where I thought they would give up, but the encouragement and motivation from the coaches pushed my children to go beyond what I thought they were capable of doing.

The relationships that my children have developed with the coaches and other children at SAHQ feel like a family. All involved support one another and have developed the mentality that only their best is expected.

I have been teaching Physical Education for 14 years with APS, and I am constantly impressed with the SAHQ program. I know that SAHQ Academy would benefit every student's academic and physical goals for a positive and productive future.

Sincerely,

Almitra Sanchez



July 1, 2015

To Whom It May Concern:

ARCA is very excited begin a partnership with SAHQ. SAHQ outreached to ARCA to begin a health class for people with developmental disabilities. ARCA met with SAHQ staff and visited the facility. We have been very impressed with the level of positivity exhibited by the staff. SAHQ is very eager to work with the community and seems very open to creating a safe, encouraging place for the community, especially the youth. We were specifically impressed by how much they do. Not only do they run routine workout classes, they also have youth programs and tutoring. SAHQ staff members are extremely dedicated to their mission and have a passion for helping others grow. SAHQ seems so successful, because it empowers participants to take charge of their health. The atmosphere promotes teamwork and responsibility. The facility, itself, has so much potential; the space is very large with multiple rooms and they have several resources for physical activity.

ARCA is delighted that SAHQ contacted us to create a partnership in which we can improve the lives of the people we serve through physical wellbeing, teamwork, responsibility, and leadership. SAHQ Academy is a wonderful candidate for becoming a charter school. With their hard work and dedication, we have no doubt that SAHQ Academy will become a role model for excellence in the state of New Mexico. Please feel free to contact me if you have any questions or concerns.

Sincerely,

Arielle Bernier Oetzel
ARCA Health Matters Project Coordinator
abernier@arcaspirit.org
505-206-8074

Ariana Sanchez
618 Page Ave. NE
Albuquerque, NM 87102

July 1, 2015

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gasper Avenue
Santa Fe, NM 87501

For Attention of Carolyn Shearman Chair of the Public Education Committee

Dear Ms. Shearman:

I am 10 years old and have been training at SAHQ for a year. I really like SAHQ because it helps me get better at basketball. The coaches help me get through the hard workouts that I do. A lot of times I feel like giving up when I am working out, but my coaches keep me going when I here them cheering for me and yelling my name. I think SAHQ would be a good school because the coaches teach me new things every day.

Sincerely,

Ariana Sanchez

Charter Schools

Smaller classes, more individualized education

To whom it may concern,

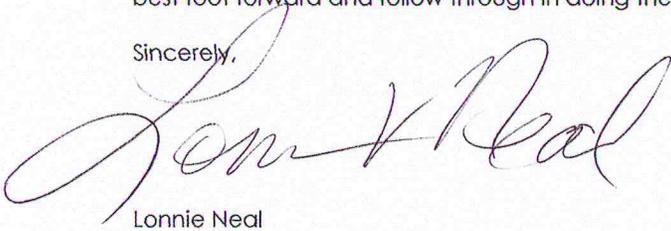
My name is Lonnie Neal, I have worked in education for well over 15 years, I have seen and worked at both Public and Charter schools. I have seen the good and not so good of them. With that being said, this is why I would recommend SAHQ for a Charter.

I have known The Rode family for at least ten years, I have coached against Breo when she played at Rio Rancho, to coaching her younger sister C. C. Rode at Eldorado. What I have come to know is that this family is a very persistent, diligent, and hard working group. I most feel comfortable with them, as I have started letting my own child be assisted in the fine art of basketball at SAHQ.

Here is why I believe that SAHQ will be great as a Charter school, because they are awesome at paying attention to detail, teaching to the level of the youngster that they have and keeping them engaged. Which is why Charter schools work, smaller class sizes, more one on one tutelage, and better scheduling for kids wanting to have a more personalized schedule of classes that might fit their needs over a public school rigid schedule. Since I have seen and worked with these great people, I can vouch for how much a dedicated student/athlete would benefit from being in a Charter school like this one.

In closing, I am giving my full support behind SAHQ and all its endeavors, for I know that they will always put their best foot forward and follow through in doing the best for student/athletes.

Sincerely,

A handwritten signature in cursive script that reads "Lonnie Neal". The signature is written in black ink and is positioned above the printed name.

Lonnie Neal

Physical education teacher

Head Girls' Basketball Coach

Highland High School

June 30, 2015

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

Re: Charter School Application for SAHQ Academy

To Whom It May Concern:

It seems impossible to put all of the reasons why our community needs SAHQ Academy but please bear with me while I try. Charlotte Rode, the founder of SAHQ, is more than a coach or an educator. She is a hero for any kids or adult that crosses her path. We all have at least one influential person in our lives who has shown us what it means to treat people with kindness while striving for greatness. This is Charlotte. She is the kind of person who makes you feel like a better person for having met her.

My husband has had a lifetime struggle with weight and fitness, as have I and many people that I know. Luckily, Charlotte and her daughter Brennan Rode (Bree) saw that his struggle was more than just physical and took it upon themselves to help him. Bree sacrificed time with her own family to help my husband to overcome mental and physical barriers. He is a healthy, incredible person today because of SAHQ, Bree, and Charlotte. I will be eternally grateful for the positive influence that these people have on my family.

If SAHQ Academy's application is approved, SAHQ and the wonderful people involved will have the ability to help so many people who need that positive influence in their lives. The kids in our community will have access to a comprehensive education that will prepare them for the future as well as give them the opportunity to excel in sports to open up college scholarship opportunities as well as provide the support of having a team with you.

My family is at the stage in which we are deciding whether or not we are ready to have children. As I look at the options in my community, I see a void that needs to be filled and SAHQ Academy can provide that. As a future parent, this is without a doubt where I want my children to attend school so that they can flourish academically as well as in sports. My brother was a star high school swimmer and diver and ultimately received a full ride college scholarship because my parents went above and beyond to provide opportunities for him. SAHQ Academy wants to give these resources to every student that comes through the door.

Thank you for your consideration of SAHQ Academy's application.

Sincerely,

Ashley A. Gallegos
Owner/Paralegal/Mediator
Reid Independent Legal, LLC
1228 Columbia Dr. NE
Albuquerque, NM 87106



County of Bernalillo

State of New Mexico

Commissioner Maggie Hart Stebbins, District 3

One Civic Plaza, NW, 10th Floor, Suite 10111

Albuquerque, New Mexico, 87102

Office: (505) 468-7108

www.bernco.gov/commission-district-3/

July 1, 2015

COMMISSIONERS

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Art De la Cruz, Vice Chair
District 2

Maggie Hart Stebbins, Chair
District 3

Lonnie C. Talbert, Member
District 4

Wayne A. Johnson, Member
District 5

COUNTY MANAGER

Tom Zdunek

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Assessor

Maggie Toulouse Oliver
Clerk

Willow Misty Parks
Probate Judge

Manuel Gonzales III
Sheriff

Manny Ortiz
Treasurer

Carolyn Shearman, Chair
New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

Dear Ms. Shearman,

I am delighted to have this opportunity to express my support for the charter school application submitted for the creation of the Student Athlete Headquarters (SAHQ) Academy.

As a former All-American student athlete at Harvard University, I know firsthand that participating in youth sports builds character by challenging participants to work hard to develop the physical skill and mental toughness that is necessary for competition. Being an athlete requires dedication to daily practice, a commitment to self-improvement for individual and team success, and resiliency—the critically important ability to get up and try again after losing. Thus, I am encouraged by this effort to establish the SAHQ Academy as a way to engage students in academic success through their passion for athletics.

We (Bernalillo County) and the SAHQ Academy are exploring a partnership to host two annual athletic events to support our community and student service learning: The Hunger Games: A Basketball tournament that would raise food for local shelters and awareness about food insecurities our children face; and, Jenny Jam: A Basketball tournament engaging first responders from this region of the United States, raising money, awareness and support for those who suffer from mental illness.

Work ethic, commitment, the ability to work individually, as well as part of team, and the ability to work past failure aren't just important to sports, they are key life skills that are needed in the classroom for academic success and I look forward to partnering with the Student Athlete Headquarters Academy to achieve their mission of Excellence Together!

Sincerely,

Chair,
Bernalillo County Commission

June 27, 2015

To Whom It May Concern,

This letter is to show my support for Student Athlete Headquarters and the upcoming charter school. My entire family has been attending S.A.H.Q. for quite some time and it has been a complete blessing to us. Our hope is that this charter school gets approved so our children will have somewhere to attend that we have complete faith in.

Thank you for your time.

D. Jeremiah Cordova

June 30, 2015

To whom it may concern,

I would like to express my full and complete support of the SAHQ Academy and its mission. Our community is in need of a charter school that would help enhance both students' academic and athletic abilities. The positive benefits of SAHQ Academy upon our kids are limitless. It is very exciting for New Mexico student athletes to have such an amazing opportunity.

Sincerely
Alvin Broussard

June 30, 2015

To Whom It May Concern,

I just want to take a moment to show my support for S.A.H.Q. and their proposed charter school. I have been a part of the S.A.H.Q. family for 2 years now and I continue to attend and surround myself with people who are positive, determined, and hard working. I see the dedication the staff has for the young men and women who go through S.A.H.Q. They truly wanting these kids to become their best in LIFE. Pushing them to be strong men and women in our future. I can only hope that your will see all the possibilities that opening this school can bring to Albuquerque and our children's future.

Thank you for your time

Cari Cordova

To whom it may concern,

My name is Danny Brown, I am a special education teacher and the head boy's basketball coach at Highland High School in Albuquerque, NM. I have been teaching and coaching here at Highland for the last 13 years, and overall in APS for the last 18 years. I am writing this letter in regards to SAHQ and their application and interest to become a charter school.

I have been associated with the SAHQ family for a better part of the last two years. I have come away thoroughly impressed with the positive and very productive environment and structure they provide. However, most impressive to me is the passion and commitment they display and model to and for their student-athletes. Not only does the SAHQ staff expect their student-athletes to do and be the very best they can be on the field or court, they also expect them to be the very best they can be in the classroom and as people. They are teaching these student athletes about commitment, accountability, responsibility, communication, respect and most importantly how to be part of something bigger than themselves. These are qualities and characteristics that most people need to be successful throughout their lives, and the SAHQ staff understands this. We are a results oriented world, however with SAHQ they know results are just the icing on the cake and it's the process and journey that is most important for these student athletes. I feel that the SAHQ staff does many great things for their student athletes. In other words, they are heavily and positively invested in all aspects of their student-athletes lives and that is very rare and very unique. That is what separates SAHQ from everyone else.

In closing, SAHQ is doing all the right things, teaching all the right things, providing structure and a positive learning environment, setting expectations, but more importantly they care and are so invested in the lives of these young people. It is my hope that you really consider and accept SAHQ's application to become a charter school so they can continue to build on all the positive things going on!

Sincerely,

Danny Brown

505-379-2195

Highland High School

Head Boy's Basketball Coach

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

Ms. Carolyn Shearman,

My name is Leland Sweitzer and I am a Detective with the Albuquerque Police Department Northeast Impact Unit. My wife and I have been residents of Albuquerque for over 20 years and our two children, Noah (16 yrs old) and Emily (12 years old) are current members of the Student Athletic Headquarters (SAHQ). I originally was made aware of SAHQ approximately four years ago and to be honest with you I thought it was just another facility with a fancy name for a club basketball team. As it has turned out SAHQ is so much more than just a place where kids can play basketball. The staff at SAHQ have put together a program where our children are trained rigorously in their sport of choice and have managed to harness that same passion for sport and direct that energy to set and achieve their academic goals. Aside from the training and educational vision at SAHQ, the staff work extremely hard on creating an environment of accountability, integrity, consistency and excellence in our children's daily lives which I feel is the fiber that this great country was built around. As a parent who is trying to raise conscientious, compassionate and accountable young adults, I am confident that when my two children are at SAHQ that the expectations I have for them in our home will be reinforced by their staff. SAHQ is a family environment that strives on building relationships with like-minded people to improve and achieve performance. I truly hope that my testimony will assist you and your committee in making a decision to grant SAHQ as a charter organization, thus becoming SAHQ ACADEMY.

Respectfully,

Detective Leland Sweitzer
Albuquerque Police Department
Northeast Impact Unit
Work: (505) 796-1945
Cell: (505) 270-6789
Email: LSweitzer@cabq.gov

June 30th, 2015

To Whom It May Concern:

It is with honor that I submit this letter of recommendation and support for the Student Athletic HeadQuarters Academy (SAHQ).

As a member of the Pueblo of Laguna Tribe, I have been blessed with the privilege to serve my people as their Governor and Lt. Governor. Also as a parent in the community and with children in middle school and high school, I have had the responsibility to attend parent teacher meetings, participate at school events, and have access to the school strategy and performance records.

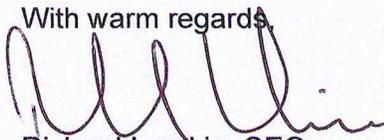
With this being said, I see a very crucial gap in our formal and community education systems that SAHQ can bring necessary contribution to. It is one thing to have great classroom teachers or access to the latest teaching materials. However, from the lens of the leadership positions I have served in and as an active member of the community, I see an ever-widening gap between great character, core values, principle and their relevance to great outcome and sustainability of the outcomes. I see SAHQ as a necessary education model to be implemented because of their simple formula:

Student + Principle^{2C} + Athlete = Extraordinary People (2C = Character and Core Values)

This is an exceptionally powerful model and our New Mexico young people deserve this opportunity. Our family has had first hand experience with the SAHQ summer camps for athletes, and it has been an exceptional experience for our son. The SAHQ staff are second to none and are unselfish with their time and attention to the young people – the one thing our young people need the most in this day and age, time and attention. I am convinced that SAHQ will contribute to the elevation and quality of the New Mexico Student Athlete. The passion to succeed bridged with the heart and commitment it takes to be champion is practiced everyday at SAHQ. SAHQ is already a success and needs to be shared with more of our young people. I respectfully request your sincere consideration to approve SAHQ's application to become a charter school.

Once again, thank for the opportunity to submit this letter. If you have any questions please do not hesitate to contact me at the number or email at the top of this page.

With warm regards,



Richard Luarkie, CEO
Ninety6Degrees

June 30, 2015

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

Chairwoman Shearman,

I have three children who have attended or are currently attending SAHQ. My oldest son just graduated from Eldorado High School. He started attending SAHQ as a freshman in high school. The staff welcomed him with open arms and provided an encouraging place to train, play basketball and develop as a student athlete. All of the staff serve as tremendous role models which is especially important as he was entering his high school years. We credit SAHQ for re-igniting his passion for sports and basketball. They don't care if you are the best player, they just genuinely care about kids and their success.

My daughter who is 8 just started playing this summer with SAHQ. She would only play if she could play with SAHQ. I have watched the staff at SAHQ develop the most amazing female athletes in the city. We are blessed to have our daughter join the program at a young age. They make learning fun and again they don't care about a player's ability. It is rare that you will meet people that will sacrifice winning in order to develop children.

I am in full support of SAHQ becoming a charter school. They have never wavered in their mission to teach student athletes over the past 4 years. Their staff always put the children first. They use what kids love which is sports to motivate, mentor and teach them. Our family is fortunate to have received the rewards of their hard work.

Sincerely,

Mrs. Donna Woody

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

To whom it may concern:

I am writing in support of the SAHQ program. My children are actively participating in the SAHQ program. The program is positive in many ways. My children ages 11,14, and 16 enjoy the program it is a positive program the kids are always cheering each other on in a positive manner. The kids learn to become stronger by working harder. My kids have become better at things by working every day. I feel with a positive charter school like this kids can achieve goals in different ways and may become successful. The coaches at SAHQ are great with the kids they are very positive and they are there if the kids need to talk about anything. My kids love being at SAHQ the my kids were very excited to hear the basis of the charter school and said that it sounded like it would be and great place to be. The coaches/teachers at SAHQ have great life lessons that they teach as well they give the kids the lessons that go with life as well.

Thank you for your time

Mary Chavez

505-263-5117

To whom it may concern,

I believe Student Athlete Headquarters proposed SAHQ Academy will greatly benefit any child who wishes to attend, as well as the community at large and am writing to express my full support.

I have worked closely with SAHQ for the past two years and feel confident expressing my full support for the work they do with each child, both in keeping all students on track in their current academic environment as well as teaching them the hard work and dedication that it takes to reach their goals in athletics. Every student I have met through SAHQ has been a joy to get to know. They are more mature than their years, dedicated to their craft, and push themselves academically and athletically every single day. They are well rounded people, and I have no doubt in my mind SAHQ is part of the reason why, and that SAHQ Academy will only help more students.

I eagerly anticipate SAHQ Academy, and can't wait for it's future members to be part of our community.

-Joshua Rivera

Dear Public Education Committee members,

Hello,

My name is Melissa Harris and currently my two daughters attend the SAHQ academy for youth athletes and are both currently on SAHQ basketball teams. Our girls have trained at SAHQ for over two years. SAHQ builds a strong work ethic for their student athletes. My girls understanding of the game of basketball and their foundational skills have increased tremendously since we have been at SAHQ. Also, their ability to persevere through their workouts and training has also increased since they first started. They are now used to giving their 100 percent best effort, as this attitude has carried on into their everyday life and other activities. They have gained a lot of confidence and have grown so much at SAHQ. The trainers/teachers are very dedicated and sacrifice a lot of their own time to be there around the clock for everyone that walks in the door to train and learn at SAHQ. They make you feel like "family" which is a great quality also. I felt they have made a very positive impact on our girls and I support SAHQ and their coaches and teachers.

Sincerely,

Melissa Harris and family

Dear Ms. Shearman,

I am writing to you to voice my support for SAHQ Academy. As an Albuquerque native, I have watched the transition of education and youth engagement morph, reflecting our society of instant gratification and abundance.

It can no longer be expected that children sit in a classroom setting, all receiving the same instruction and information, in the same format we have delivered content for generations. Today's children have access and expectations of gathering information instantly, while doing three or four other things at the same time (listening to music, texting friends, watching TV etc.)

Kids today are 'digital from birth' and live in an overstimulated yet very sedentary world. ADD and ADHD are syndromes that were foreign to the general population until recently. Growing up in the 60's/70's, we had physical activities that allowed us to channel that energy through positive, healthy activities without the distraction of 24/7 electronic stimulation.

SAHQ's mission to engage each student mentally and physically through a team atmosphere and high standards will provide the building blocks for success through

- Individual attention by staff and teammates to ensure they understand and learn the basics for success
- Consistent guidance from the same teacher throughout their journey
- Physical activity to channel the natural energy all growing children have and need an outlet to release in a healthy, safe environment
- Character building through rigorous academics, sportsmanship and team building
- The feeling of accomplishment when hard work, perseverance and delayed gratification collide in a victory
- Understanding that losing is part of life and we win and lose together

And finally, SAHQ understands that the hours between the end of a normal school day and a parent arriving home after work are considered the most critical time for adolescents. Too old to be 'baby sat' and too young to be left to their own devices, so many kids are lost during this important stage of life. SAHQ hours give parents the reassurance that their child is in a safe, caring and productive environment while they work.

SAHQ is here to transform the learning environment through a holistic approach one child at a time.

Thank you for your consideration!

All the best,

Mary Jury
4711 Lomas Blvd N.E.
Albuquerque, NM 87110
505.254.2000 xt 216
505.255.8210 fax
www.workspacedynamics.com
mjury@wsdnm.com

June 30, 2015

NM Public Education Commission
Subject: SAHQ Academy Charter Application

To Whom It May Concern:

Please accept this letter of support for the Student Athlete Headquarters (SAHQ) Academy Charter Application. I believe the SAHQ Academy proposes an innovative approach to charter schools and small-group student learning. So many successful adults have been shaped and prepared by participation in and love of sports; it has spurred their curiosity, energy and talent. I believe that allowing a new generation of students to learn, apply academic rigor, and develop self-confidence within an overarching college preparatory program applying a team/training model will be unique and strike a chord through a wide socio-economic band of the Albuquerque metropolitan area. SAHQ's central location in Albuquerque allows access to wide range of interested families.

I have witnessed the SAHQ staff interact with children in varying training, team sports, and sports education activities over the past year. Likewise, I have spoken with many of the proposed staff – teachers and administration. Every one of these individuals is creative, energetic and has a documented background in innovative education of children. Education is the focus to prepare children for future life endeavors; sport is one of the vehicles by which educational materials and learning strategies are presented to these children. My strongest endorsement of SAHQ Academy would be in allowing my child to attend the school upon reaching high school age.

Michael Madonia
369 Ashley Lane
Corrales, NM 87048



June 30, 2015

This letter serves to vouch for the personal character of Charlotte Rode. I have known her for over 20 years. She is a valued member of our community and has been on several boards and commissions and has shown knowledge and demonstrated her ability to lead organizations.

Her new focus is to open a charter school here in Albuquerque, Charlotte always has demonstrated her commitment to our city's youth she will have qualified teachers and administrators to run the school. As a business person in our community I have seen firsthand her work ethic.

In closing Charlotte is a credit to our city and our state, if you need further information please feel free to call me on our cell phone, 505-944-5772.

A handwritten signature in black ink, appearing to read "Joe M. Gallegos".

Joe M. Gallegos

Director of Sales

Hampton Inn University Midtown

New Mexico Public Education Commission

Jerry Apodaca Education Building

300 Don Gaspar Avenue

Santa Fe, NM 87501

Mrs. Shearman,

It is our highest honor to write a letter of support for the Student Athlete Headquarters, (SAHQ).

We were lucky enough to find SAHQ on the last day of registration for a local basketball league. Nine months ago, we knew nothing about SAHQ or basketball. Our daughter was eight years old when she started going to practice with the SAHQ coaches, never played a day of basketball in her life, and in our minds we were utilizing basketball to keep her "in shape for track in field." Let me just say, we got so much more than ever expected! The unconditional love and support for every child that walks into that building is amazing! Every coach has our children's lifelong interest in mind. They do not only coach them in sports, they coach them in life skills. Guiding them to set goals in all aspects of life and helping them achieve those goals to become successful, productive adults.

Here is a perfect example of life coaching. Our daughter, Eva, competes in track and field junior Olympics. She had her state meet this past weekend and she was having some "mental doubt," on the way to the track on a Sunday morning. Eva told me she needed to call Coach Charlotte. Charlotte answered at 7:30 in the morning. Eva asked Charlotte if she could come to the meet. Charlotte came and supported Eva until all of her events were complete and coached her through her "mental block", all at the last minute. The coaches at SAHQ are very in tune with their athletes. SAHQ is a culture that encompasses all aspects of life and pushes kids to work at their top capacity. The respect our kids have for these coaches comes from the daily positive, motivating, interaction that is top notch unlike any other organization we have experienced. When I asked Eva what SAHQ means to her she said Family and Love!

In conclusion, we fully support SAHQ Academy. This is a charter school that encourages and supports the youth of our state on so many levels and has 100% of our support.

Sincerely,

John and Nicole Love, Parents of Eva Love

July 1, 2015

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501
Attn: Carolyn Shearman, Chair of the Public Education Committee

Dear Ms. Shearman:

Please accept this letter of support for the charter application associated with SAHQ Academy. I believe that the team-based academic model as proposed is innovative to New Mexico education, and will provide an environment for academic success. Many of the most successful people in our society have a background that has been shaped by qualities gained from team sports – leadership, communication, and dedication. Packaging the athletic model into academic delivery will expose these characteristics to a broader range of students. Within the spectrum of charter schools, SAHQ Academy's educational approach and delivery method will be unique. Adding another option to the charter school base can only strengthen the overall educational network.

I would also like to vouch personally for the motivation of the primary founder of SAHQ Academy, Charlotte Rode. Charlotte has an extensive, documented history of community service and volunteerism. This history can quickly be verified through searches of public records. Understanding that many charter schools run into problems when greed or stealth profit motives are at stake, Charlotte's philosophy and track record validate that her interests lie with continuous improvement of the educational method and outcomes for SAHQ Academy.

Finally, as a parent of a sixth-grader attending a charter school in the Albuquerque metro area, I appreciate the diversity and educational opportunities that charter schools bring to the education system in New Mexico. I encourage the New Mexico Public Education Commission to accept the charter application for SAHQ Academy.

Sincerely,

Patricia A. Madonia, RN
369 Ashley Lane
Corrales, NM 87048

June 21, 2014

Dear Public Education Commission,

I write with great enthusiasm to recommend the acceptance of the SAHQ Academy charter school. With forty one years of experience in education as administrator, department chair, and primarily a teacher, I find here a very unique approach to the preparation of students for college and vocations. Motivating students through personal relationships and tapping their love for sports is a most excellent idea. As I reflect on teaching math and writing for over the years, I realize I never really taught as much as I coached those skills. Yes, skills, the application of some knowledge, but ultimately beyond the ideas, the actual doing and in the real world. Only after the discipline of working at perfecting our skills can we process the ability to create. This requires practice, practice, practice, practice as any good coach knows. I believe this school will inspire students in mind and body to become leaders in our community who can bring new solutions to solve our most challenging problems. Let us give them the opportunity.

Most exuberantly,

Prof. Phillip D. Zuber

6/30/2015

To: Carolyn Shearman, Chairperson PEC.

Reference: SAHQ Academy

Dear Ms. Shearman,

This letter is too recommended and strongly encourages your committee to approve the SAHQ Academy Charter School.

My son, Dominic has been involved with SAHQ, since the summer of his 8th grade year; he is now getting ready to start his sophomore year at Pacific University, in Forest Grove Oregon. During his high school years, the lessons he learned at SAHQ, of working hard, being dedicated, sacrificing for others, and believing in himself has directly led to the success he is experiencing at this time in his life. He is still involved with SAHQ, and continues to learn valuable life lessons, about motivating others and being a leader.

My personal observation has been, that the philosophy of Charlotte Rode and her staff, and the SAHQ Academy, is when a child who is taught to believe that their individual efforts, responsibility and work ethic, are given maximum effort, it will allow them to achieve their goals, at the highest levels, individually and in group situations. The staff is also dedicated to teaching children right decision making skills. These lessons, efforts and achievements go beyond the athletic fields and stadiums.

SAHQ is focused on the student athlete being a success as a complete individual, not just an athletic success. My son took his lessons, and earned himself an academic scholarship to his university; he learned from SAHQ to make the right decisions, take responsibility for his actions and how to overcome failures.

Again, I strongly encourage you and your committee to approve the SAHQ Academy Charter School, so many more children can benefit from the lessons it has to offer.

Sincerely

Richard Tarango

1208 Jefferson NE. Albuquerque, NM. 87110

505-261-4214



SOCIALWORKS, LLC
613 East Baja Drive Hobbs, NM 88240
(575) 318-8153

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

Re: Charter School Application: SAHQ Academy

To the Committee:

As a family, we were privileged to adopt a son here in New Mexico. Mallet became a part of a 'forever family', his life's dream at the age of 6 years old. As Mallet adjusted to his new world, he struggled with the emotions surrounding issues related to being adopted, including the inability to value his successes, lack of self-confidence as well as the inability to enjoy positive social interactions with his peers and social groups. Mallet found his new life to be both wonderful and challenging.

Interestingly, once Mallet joined the school's swim/drive teams, he found he enjoyed and thrived being a part of a group especially sensing the camaraderie that comes with being a team member. Mallet began to truly flourish to the delight of his family. Mallet experienced his self-confidence improving as he learned how to constructively interact with his teammates and new friends.

We, as his parents, wanted to support our son as much as possible in all of his endeavors. Once we discovered that Mallet had a talent for swimming and diving, we exhausted every option to help him succeed. We found diving and swimming camps and my husband even became a certified coach allowing my son more instruction. We are very blessed to have the resources to have helped Mallet succeed. However, I know first-hand as a social worker that many kids do not have these same options. New Mexico has many kids with vast amounts of talent and enthusiasm who are not given the same advantages. I strongly feel, SAHQ Academy, is designed to provide quality and personalized experiences opening opportunities that otherwise may not be there for very deserving kids.

Thanks to those in my son's life who supported and mentored him, Mallet was able to continue his love and involvement in diving throughout his four years of college. I can state my son's opportunities in junior and senior high school led him to receiving full-time scholarships with a Division I college.

What prompted me to write this letter is my strong believe all children deserve every tool available to help make their occupational and college dreams affordable and attainable. SAHQ Academy understands this vision and has put into action a mission to guide, mentor and support our community's youth. That is why I feel strongly that SAHQ Academy's application needs to be approved. I have no doubt that SAHQ Academy will help our youth succeed.

Thank you for your consideration of SAHQ Academy's application.

Sincerely,

Sheryl Reid, MPH, MSW
Social Works, LLC, Owner

New Mexico Public Education Commission
Compilation of Student Athlete Comments

Student Athletic Head Quarters has had a huge impact on me as an athlete and a person. I have gotten stronger mentally and physically. Going to SAHQ is one of my favorite things to do.

-Julia Chavez

I support SAHQ Academy because it is a supportive environment that helps you set yourself up for success. The teachers and coaches that I have had are great, they go above and beyond for their players and students.

Sincerely, Aiden Reardon

Public Education Commission of New Mexico
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

June 30, 2014

Dear Commissioners:

It is clear to me that traditional schools are not the answer for every child. Any attempt to bring quality instruction into the classroom and produce outstanding graduates that can compete with the best students in the world is refreshing and necessary.

It is incumbent upon us as citizens to look to new education models that will facilitate a higher, comprehensive level of learning. Providing the very best education to our children will ensure they will be academically prepared, effective communicators, productive learners and responsible citizens.

The Student Athlete Headquarters Academy (SAHQ) is positioned to train, teach and cultivate high school students who can succeed at the university level and beyond. SAHQ's diverse leadership team brings years of lessons learned to this new endeavor. They have seen what works, and the gaps that can leave students behind. The SAHQ mission has been crafted to provide for the unique learning style of each student. It holds them accountable for their learning and teaches them the importance of responsibility in all things. The strategies they will employ are creative and proven.

Sincerely,

Toni Leon Kovarik

Toni Leon Kovarik
Citizen of New Mexico
Sandia National Laboratories employee
Parent

June 30, 2015

New Mexico Public Education Commission
Attn: Carolyn Shearman
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

Ms. Shearman,

Thank you for your consideration of the SAHQ Academy Charter Application. Please accept this letter of recommendation and support for this extraordinary program.

SAHQ Academy's innovative educational model creates an environment of academic and athletic excellence that promotes a healthy balance between intellectual, physical and emotional achievement; a balance that is essential for one to succeed in our rapidly changing society. The SAHQ educational approach encourages students to develop their own personal strengths, learn resilience and build a sense of self confidence. It helps to motivate students not only for personal accomplishment but for the success of the team, the community and the world; a perspective that will prepare them to be agents of positive change in whatever walk of life they choose.

SAHQ Academy's educational approach, experienced and devoted staff and faculty, and even the location of the school facility reflects and appeals to the broad and diverse Albuquerque population. I am confident that SAHQ's presence in the community will offer benefits far beyond the individual students and their families.

I offer my strongest and most sincere endorsement of SAHQ Academy. Please approve their Charter Application.

A handwritten signature in cursive script that reads "Patricia Ellis".

Patricia Ellis
1305 Dakota NE
Albuquerque, NM 87110

Dear Ms. Olivas,

After attending Tuesday's PED hearing, I feel compelled to step up and offer my voice to the chorus of support for SAHQ Academy.

As a citizen in this community for most of my life, I have never been more concerned about the youth of Albuquerque and the way that the current public education system is (not) preparing them for success as productive adults and citizens. As a local businessman employing approximately 660 people (roughly 120 locally) I am deeply concerned about the future of Albuquerque's workforce. Based upon the somewhat abysmal results currently coming from our public schools, I find little hope in the presumption that "more of the same, just better" will be the answer to Albuquerque's challenge of fielding a competitive workforce. As a parent who concluded long ago that I could not rely on public education to prepare my children for success, I realize that many in the community do not have the means to afford their children the option of a private education which, with the exception of the limited number of Charter schools in place today, is the only viable option available to students and parents today.

Because of the concerns reflected above, I have come to support the charter of the SAHQ Academy. My children have participated in SAHQ training and I have observed its positive impact on them in the form of motivation, self-discipline and character development – qualities that represent some of the highest value-add ANY education can offer an individual. In the rush to measure tangible learning, which I strongly support, I believe that we ignore intangibles like those mentioned at our peril.

I was never an athlete and never fully appreciated athletics for their role in developing motivation, self-discipline and character until my children became athletes. I have since developed a respect and appreciation for the role that athletics can play in developing children. Having seen what SAHQ has done in the lives of the children it has touched inspires confidence that their engaging, integrated approach to developing future adults offers a real solution to some of the challenges our community faces.

I am convinced that the ultimate purpose of education is to produce productive adults and citizens who have the skills for lifelong learning and success. Every child should receive an education that produces those outcomes. Firmly believing that SAHQ Academy will fulfill those objectives with excellence, I ask that you support them as the PED considers their application.

Thank you, in advance, for your consideration.

Best Regards,

Victor R. Jury, Jr.
CEO



Summit Electric Supply Co., Inc.
vjury@summit.com