



Appendix A

Governing Body Bylaws



Section B: Board of Education

B.01 Board Composition

Students That Aspire to Teach Charter School is governed by a five (5) member Governing Board which holds public nominations for any vacancies on the Board. The Board creates organizational structures and responsibilities. The Board has authority only when acting as a board in regular or special sessions.

B.02 Board member conduct and conflict of interest

Governing Council members shall be prohibited from using confidential information acquired by virtue of their associations with Students That Aspire to Teach Charter School for their individual or another's private gain.

Governing Council members shall be prohibited from requesting or receiving and accepting a gift or loan for themselves or another that tends to influence them or appear to influence them in the discharge of their duties as Governing Council members.

Business conducted by the Governing Council with suppliers to the school shall not be influenced or appear to be influenced by a Governing Council member's financial interest.

Governing Council members shall in all instances, maintain their conduct at the highest professional and ethical standards. Governing Council members shall not engage in activities which violate federal, state, or local laws or which, in any way, diminish the integrity, efficiency, or discipline of the school.

Governing Council members shall disclose known potential conflicts of interest in connection with school contracts, purchases, payments or other pecuniary transactions in writing to the executive director of the Board of Education Services Office if conditions regarding potential conflicts of interest change.

Legal Cross Ref:

10-16-3 NMSA 1978

22-5-6 NMSA 1978

Adopted: 4-28-2014



B.03 Committees and Advisory Boards

The Governing Board may create committees and delegate to those committees any and all duties allowed by the laws of the State of New Mexico.

This statement is directed and applies to not only Council members, but to all employees of Students That Aspire to Teach (“employee”). Each person serving Students That Aspire to Teach as an employee or Governing Council member will be required to complete a Conflict of Interest Disclosure Statement each year and has a duty to update or revise that disclosure as soon as circumstances revealed by the Council member or employee change.

B.05 DEFINITIONS.

A. *Conflict of Interest.* A conflict arises when a Governing Council member, employee, or any member of his or her immediate family, his or her domestic partner, has a financial or familial relationship in or with a person, firm or company that has been selected to receive a contract or lease for goods, services, or real property.

B. *Interested Person.* A Council member or employee who has a direct or indirect financial or personal interest as defined in 3.C.

C. *Financial Interest.* A person has a financial interest if the person would have/does directly, or indirectly, through business, investment, or family:

(1) an ownership or investment interest in any entity or third party with which Students That Aspire to Teach has a transaction or arrangement.

(2) a compensation arrangement with Students That Aspire to Teach or with any entity or individual with which Students That Aspire to Teach has a transaction or arrangement, or

(3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Students That Aspire to Teach is negotiating a transaction or arrangement.

(4) hold office, serves on the board, participates in management, or is otherwise employed with any third party dealing with La Promesa.

(5) receive personal gifts, loans or other financial benefits from third parties dealing with La Promesa.

D. *Family Members.* Spouses, fathers, fathers-in-law, mothers, mothers-in-law, brothers, brothers-in-law, sisters, sisters-in-law, sons, sons-in-law, daughters, or daughters-in-law are considered to be family members for purposes of this policy.



E. *Compensation.* Compensation includes direct and indirect payment, financial benefit or remuneration as well as gifts or favors.

B.06 PROHIBITED TRANSACTIONS

A. *Employment of Council Members.* Council members and/or their family members may not be employed by Students That Aspire to Teach and may not contract with it to provide goods or services for compensation except as provided for pursuant to Section 6. Council Members, may be reimbursed, however, in accordance with the New Mexico Per Diem and Mileage Act for reasonable expenses incurred (such as travel and training) and which have been given appropriate approval.

B. *Participation in Council Action.* Governing Council members shall not participate in the selection, award, or administration of any contract, if the Governing Council determines that a real or apparent conflict of interest exists.

C. *Employment of Director's Family Members.* The Students That Aspire to Teach Director shall not initially employ or approve the initial employment in any capacity of a person who is the spouse, father, father-in-law, mother, mother-in-law, brother, brother-in-law, sister, sister-in-law, son, son-in-law, daughter, or daughter-in-law of a member of the Council or the Director. However, after due consideration, the Council may waive the nepotism rule for family members of the Director.

D. *Gifts and Favors.* Council members and employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, or parties to sub-agreements.

E. *Employee Prohibit Sales.* Employees may not, directly or indirectly, sell or be a party to any transaction to sell any instructional material, furniture, equipment, insurance, school supplies or work under contract to La Promesa. It is not a conflict of interest, however, for employees to contract to perform special services with Students That Aspire to Teach during time periods wherein service is not required under a contract for instruction, administration or other employment.

F. *Confidential Information.* Council members and employees shall not use confidential information acquired by virtue of their association with Students That Aspire to Teach for their individual or another's personal gain.

G. *Use of School Property.* Council members or employees shall not use La Promesa's time, personnel, equipment, supplies, or good will for other than for Students That Aspire to Teach approved activities, programs, and purposes.

B.07 SITUATIONS IN WHICH CONFLICT MAY ARISE.



Real or apparent conflicts of interest may arise in the following situations where the Governing Council members and/or employees are conducting business or interacting with others on behalf of Students That Aspire to Teach with these third parties:

- Persons and firms supplying goods and services to La Promesa.
- Persons and firms from whom Students That Aspire to Teach leases property (real property or goods) and equipment.
- Donors or others who are financially supporting La Promesa.
- Agencies, organizations and associations which affect the operations of La Promesa.
- Family members, friends, and other employees.

B.08 DUTY AND PROCEDURE TO DISCLOSE.

A. *Duty defined.* In connection with any actual or potential conflict of interest, a Council member or employee has a duty to and must disclose the nature of the particular interest. The Council member or employee will be given the opportunity to disclose all material facts to the Governing Council in an open session (if interested person is a Council member) or to the Director (if interested person is an employee).

B. *Determination of Conflict – Council Member.* With respect to matters before the Governing Council the following process shall be used when determining whether a conflict of interest exists:

- (1) The Council member shall disclose in writing the real or potential conflict of interest concerning a pending transaction or matter before the Governing Council to the President of the Governing Council or if the President is the one with the conflict, then to the Vice President.
- (2) The matter shall be brought to the attention of the entire Governing Council during a duly noticed public meeting.
- (3) The Council member with the conflict of interest shall be excluded from the discussion and the vote on whether there is a real or apparent conflict of interest with regard the pending transaction or matter.
- (4) If the Council determines that there is a real or apparent conflict of interest the Council member with the conflict of interest shall leave the meeting during discussion and vote of the pending transaction or matter.
- (5) The Governing Council when voting on a pending transaction or matter in which it has established that a real or apparent conflict of interest exists, prior to voting on the pending matter or transaction, it must consider:



(a) whether the pending transaction or matter violates any of the prohibited acts set forth in Section 4;

(b) whether the pending transaction or matter to be considered was solicited by a competitive bid, comparable valuations or other process required by the New Mexico Procurement Code or other governing procurement rules; and

(c) whether the pending transaction or matter if approved, would be in the best interest of La Promesa.

C. Determination of Conflict – Employee. With respect to matters affecting employees, the Director shall use the following process when determining whether a conflict of interest exists:

(1) The employee must disclose in writing the real or potential conflict of interest concerning a pending transaction or matter to the Director. If it is the Director, consideration of whether a conflict exists must be presented to the Governing Council and the procedure outlined in 6. B. shall be followed.

(2) The Director shall make a written determination explaining why he/she determined that there was/was not a conflict of interest.

(3) If the Director determines there is an actual or apparent conflict of interest, prior to approving the transaction or pending matter, the Director shall consider:

(a) whether the pending transaction or matter violates any of the prohibited acts set forth in Section 4;

(b) whether the transaction to be considered was solicited by a competitive bid, comparable valuations or other process required by the New Mexico Procurement Code or other governing procurement rules; and

(c) whether the pending transaction or matter if approved, would be in the just, fair and in the best interest of La Promesa.

4. The employee will have the opportunity to discuss the Director's determination of whether a conflict of interest exists and the consequences of the Director's determination. If the employee is not satisfied with the Director's determination, he/she may use the employee grievance process.

5. The Director shall advise the Governing Council of any actual conflict of interest of an employee in matters or transactions relating to Students That Aspire to Teach business.

D. Violations of the Conflict of Interest Policy.

(1) Governing Council Members. If the Governing Council has reasonable cause to believe that a Council member failed to disclose actual or possible conflicts of interest, the President of



the Governing Council shall inform the Council member of the basis for such belief and afford the individual the opportunity to explain the alleged failure to disclose. All such discussions shall take place in an open meeting.

(2) If after hearing the Governing Council member's response and after making further investigation as warranted by the circumstances, the Governing Council determines that the Council member failed to disclose an actual or possible conflict of interest, the Governing Council shall take appropriate disciplinary and corrective action, which may include up to removal from the Governing Council and such other actions required by law.

(3) Employees. If the Director has reasonable cause to believe that an employee has failed to disclose actual or possible conflicts of interest, the Director shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose.

(4) If after hearing the employee's response and after making further investigation as warranted by the circumstances, the Director determines the person has failed to disclose an actual or possible conflict of interest, the Director shall take appropriate disciplinary and corrective action, which may include up to discharge, termination and such other actions required by law.

B.09 RECORDS OF PROCEEDINGS.

A. *Governing Council.* The minutes of the Governing Council and all committees with Council-delegated powers shall contain:

(1) The names of the persons who disclosed or otherwise were found to have a personal or 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 Council's or committee's decision as to whether a conflict of interest in fact existed.

(2) The names of the persons who were present for discussions and votes relating to the matter, transaction or arrangement, the content of the discussion, including any alternatives to the proposed matter, transaction or arrangement, and a record of any votes taken in connection with the proceedings.

B. *Employees.* The Director shall ensure that appropriate documentation of the employee's request and the ultimate determination are retained by La Promesa.



Appendix B

Head Administrator Job Description



Head Administrator Job Description

EXECUTIVE DIRECTOR: Under the direction of the STAT Governance Board, will be responsible for the full implementation and compliance of STAT.

MINIMUM QUALIFICATIONS:

Master's Degree in Public Administration, Business Management, Education or related field of study, plus seven years administrative experience. School administrator's credential preferred.

Ability to exercise judgment and discretion in interpreting department policy and staff supervision matters.

Ability to organize personnel and operations to accomplish STAT goals within established time limitations.

Excellent writing and verbal communication skills.

Strong enthusiasm for and proven track record in fund raising.

Experience in the public school system and familiarity with legal, fiscal, and organizational requirements of the local school districts.

Substantial experience in the management of budgets and financial resources.

Ability to read, analyzes, and interprets the most complex of documents.

Proven organizational leadership skills; demonstrated commitment to understanding and addressing the educational needs of the youth of the community.

Significant experience and a successful track record in managing all aspects of the developmental function, particularly planning, managing and directing the public school initiative.

JOB CHARACTERISTICS/PHYSICAL DEMANDS:

This position is exempt from overtime provisions of the Fair Labor Standards Act. This is a professional position, which requires organizational, and communication skills, as well as judgment, tact and diplomacy in contacts with STAT employees, community residents, parents and local government agencies. Strict adherence is required to all regulations concerning confidentiality.



Must be in good general health. Background investigation to include fingerprinting will be required.

Frequent travel is required by employee and proof of satisfactory car insurance is required.

EXAMPLES OF DUTIES & RESPONSIBILITIES (Not Inclusive):

- Formulates and defines operational and administrative guidelines for STAT.
- Develops recommendations for a long-term strategic plan for the STAT.
- Aligns programs to correspond with the goals of STAT, and directs others to achieve those goals.
- Works closely with local public and charter school administrators to develop and implement programs to improve the education services offered to the community.
- Develops innovative educational curriculum.
- Oversees budget preparation and ensures the sound fiscal management of the STAT.
- Directs the hiring, assignment and termination of Principal, Federal Program Coordinator and College and Career Coordinator.
- Implements Governance Board policies, APS & PED regulations, performance standards, and licensing requirements.
- Reviews and ensures the compliance with all contractual agreements.
- Represents the STAT to the public and promotes a positive image.
- Formulates and defines treatment programming guidelines for component projects.
- Prepares and revises operating budgets.
- Supervises and authorizes all expenditures of project funds.
- Prepares funding requests and grants as applicable to the operations of the component.
- Determines and develops new activities for component including fund raising activities and solicitations from various sources.
- Liaison activities with community and community groups including speaking and program presentations to these groups.
- Determines and supervises in-house and other training activities in regard to project staff.
- Is responsible for planning timetables for STAT grant and long term activities for STAT component.
- Implements Board policies, STAT regulations, performance standards, and state and local licensing requirements.



- Interprets all government regulations, transmittal notes, and memoranda pertaining to STAT program policies and operating procedures based on these guidelines.
- Provides monthly reports to STAT Governance Board.
- Seeks federal, corporate, state, sources of additional funding.
- Other duties as assigned by the STAT Governance Board.

SUPERVISION RECEIVED:

The STAT Governance Board provides general direction and has the ability to hire and terminate.

SUPERVISION GIVEN:

General supervision is provided to Principal, Business Manager, Program Coordinators and others as necessary.



Appendix C

Job Descriptions for Certified, Licensed,
and Other Key Staff



Teacher JOB DESCRIPTION: In-person rotation— secondary

Position: Blended-Learning Teacher (Rotation)

SUMMARY

The teacher plans and delivers in-person instruction for multiple classes at STAT where students rotate on a fixed schedule between digital and face-to-face learning. While one class of students is in a digital lab, the teacher teaches another class of students, focusing on delivering personalized and enriched instruction. The teacher is responsible for planning, preparing, and delivering instruction, and monitoring student progress to determine instructional needs. (S)he is also responsible for monitoring the effectiveness of digital instruction and making or recommending changes. The teacher collaborates with team members, such as other teachers, digital lab monitors, tutors, and assistant teachers, to review student progress and change instruction to ensure high-progress, enriched learning for every child. The team leader variation combines this role with multi-classroom leadership, and includes authority to choose and manage team members and digital resources.

RESPONSIBILITIES

Planning and Preparation:

- Set high expectations of achievement that are ambitious and measurable for students
- Plan backward to align all lessons, activities, and assessments
- Determine how students spend instructional time within fixed rotation schedule (i.e., digital software for knowledge and skill acquisition, large and small groups with teacher, individual interventions with tutors, etc.)
- Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
- Design assessments that accurately assess student progress and/or incorporate digital assessments

Classroom Environment:

- Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
- Create physical classroom environments conducive to collaborative and individual learning
- Establish a culture of respect, enthusiasm, and rapport

Instruction:

- Hold students accountable for ambitious, measurable standards
- of academic achievement
- Identify and address individual students' social, emotional, and behavioral learning needs and barriers



- Identify and address individual students' development of organizational and time-management skills
- Invest students in their learning using a variety of influence techniques
- Incorporate questioning and discussion in student learning
- Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
- Monitor and analyze student assessment data to inform personalized, enriched instruction by teacher, follow-up tutoring by tutor(s), and changes in digital instruction
- Provide tutor(s) with student groupings, instructional assignments, and assessment rubrics
- Communicate with students and keep them informed of their progress

Professional Responsibilities:

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- Maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
- Collaborate with other teachers, tutors, and lab monitor(s) to analyze data, group students, teach, and assign interventions
- Participate in professional development opportunities at school

QUALIFICATIONS:

- Knowledge of subject matter being taught
- Bachelor's degree
- Valid New Mexico teaching certificate
- Prior evidence of high-progress student outcomes in the relevant subjects (in the top 25% compared to other teachers in a state or on national tests) or, at entry level, evidence of prior academic achievements, and organizing and influence skills indicating very high potential to perform at this level. Entry level teacher works under close supervision of a high-progress teacher until similar student gains have been demonstrated

HOURS:

- Full-time teaching position
- 8-hour contract day
- Teacher teaches multiple classes in alternating time blocks through the day

PAY:

—Competitive pay for an excellent teacher in alignment with the STAT Teacher Salary Schedule

REPORTS TO: Principal



Paraprofessional JOB DESCRIPTION

Position: Digital Lab Monitor

SUMMARY

The digital lab monitor supervises digital learning in the computer lab. (S)he manages student behavior and lab procedures to ensure a productive learning environment. At the elementary level, the monitor helps students with basic content questions about their work. (S)he ensures that students are using the digital materials effectively by teaching them how to use the equipment and software, and troubleshoots when necessary. The digital lab monitor ensures that all digital equipment is in good working order, reporting equipment problems and coordinating with repair/technical personnel for minimal disruption of student learning. (S)he trains teachers and students to use new software and equipment. (S)he may also ensure delivery of data generated from learning software for the teachers to use when planning instruction. This position also supervises students working individually or in small groups, on projects or with tutors, in the digital lab. May tutor (see Tutor job description, if applicable).

RESPONSIBILITIES

Planning and Preparation:

- Familiarize self with all software and hardware prior to student use
- Train, observe, and re-train to ensure that all students know how to use the equipment and software

Lab Environment:

- Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
- Create a digital lab environment conducive to individual and collaborative learning
- Establish a culture of respect, enthusiasm, and rapport
- Maintain digital equipment in lab, obtaining technical and repair assistance as needed

Instruction:

- Invest students in their digital learning using a variety of influence techniques
- Teach students how to use software and hardware in digital lab
- Ensure that students are working productively in the lab by monitoring their time management and assisting them with software and hardware issues
- Answer basic questions about learning content, when possible

Professional Responsibilities:

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills



- Ensure that teachers receive student data generated from software for planning instruction
- Collaborate with other teachers, tutors, and school leadership
- Share observations about effectiveness of hardware and software with teachers and school leadership
- Participate in professional development opportunities at school

QUALIFICATIONS:

- Previous experience working with children
- Strong computer skills, including troubleshooting software and hardware issues
- Bachelor's degree a plus, but not required

HOURS:

- 5 days a week throughout the school year
- 8 hours a day, including paid breaks
- Part-time positions possible in some cases

PAY:

Hourly pay plus benefits for those working qualifying number of hours

REPORTS TO: Principal or chief academic officer



STAT Administration/Leadership Job Descriptions

EXECUTIVE DIRECTOR: Under the direction of the STAT Governance Board, will be responsible for the full implementation and compliance of STAT.

MINIMUM QUALIFICATIONS:

Master's Degree in Public Administration, Business Management, Education or related field of study, plus seven years administrative experience. School administrator's credential preferred.

Ability to exercise judgment and discretion in interpreting department policy and staff supervision matters.

Ability to organize personnel and operations to accomplish STAT goals within established time limitations.

Excellent writing and verbal communication skills.

Strong enthusiasm for and proven track record in fund raising.

Experience in the public school system and familiarity with legal, fiscal, and organizational requirements of the local school districts.

Substantial experience in the management of budgets and financial resources.

Ability to read, analyzes, and interprets the most complex of documents.

Proven organizational leadership skills; demonstrated commitment to understanding and addressing the educational needs of the youth of the community.

Significant experience and a successful track record in managing all aspects of the developmental function, particularly planning, managing and directing the public school initiative.

JOB CHARACTERISTICS/PHYSICAL DEMANDS:

This position is exempt from overtime provisions of the Fair Labor Standards Act. This is a professional position, which requires organizational, and communication skills, as well as judgment, tact and diplomacy in contacts with STAT employees, community residents, parents and local government agencies. Strict adherence is required to all regulations concerning confidentiality.

Must be in good general health. Background investigation to include fingerprinting will be required.

Frequent travel is required by employee and proof of satisfactory car insurance is required.



EXAMPLES OF DUTIES & RESPONSIBILITIES (Not Inclusive):

- Formulates and defines operational and administrative guidelines for STAT.
- Develops recommendations for a long-term strategic plan for the STAT.
- Aligns programs to correspond with the goals of STAT, and directs others to achieve those goals.
- Works closely with local public and charter school administrators to develop and implement programs to improve the education services offered to the community.
- Develops innovative educational curriculum.
- Oversees budget preparation and ensures the sound fiscal management of the STAT.
- Directs the hiring, assignment and termination of Principal, Federal Program/College & Career Coordinator.
- Implements Governance Board policies, PED regulations, performance standards, and licensing requirements.
- Reviews and ensures the compliance with all contractual agreements.
- Represents the STAT to the public and promotes a positive image.
- Formulates and defines treatment programming guidelines for component projects.
- Prepares and revises operating budgets.
- Supervises and authorizes all expenditures of project funds.
- Prepares funding requests and grants as applicable to the operations of the component.
- Determines and develops new activities for component including fund raising activities and solicitations from various sources.
- Liaison activities with community and community groups including speaking and program presentations to these groups.
- Determines and supervises in-house and other training activities in regard to project staff.
- Is responsible for planning timetables for STAT grant and long term activities for STAT component.
- Implements Board policies, STAT regulations, performance standards, and state and local licensing requirements.



- Interprets all government regulations, transmittal notes, and memoranda pertaining to STAT program policies and operating procedures based on these guidelines.
- Provides monthly reports to STAT Governance Board.
- Seeks federal, corporate, state, sources of additional funding.
- Other duties as assigned by the STAT Governance Board.

SUPERVISION RECEIVED:

The STAT Governance Board provides general direction and has the ability to hire and terminate.

SUPERVISION GIVEN:

General supervision is provided to Principal, Business Manager, Program Coordinators and others as necessary.

JOB DESCRIPTION

Principal: Under the direction of the Executive Director, will be responsible for managing all resources at the school including personnel, time, budget, equipment, supplies and materials.

ESSENTIAL FUNCTIONS:

- Supervises the development, implementation and maintenance of school policies and procedures.
- Supervises the coordination and implementation of the instructional program and ancillary and operational support programs at the school level and assists in their development.
- Serves as the instructional leader of the school.
- Monitors school activities and policies.
- Assesses appropriateness of school services and programs
- Makes changes in school programs as needed
- Evaluates the work of school staff following school procedures and provides reports as required and provides or cooperates in staff member recognition or problem remediation as requested or required.
- Designs in-service training and staff-development programs at the school and conducts staff meetings.



- Assists in the recruitment and selection of applicants for school positions.
- Establishes programs and communication procedures to encourage committee participation, student organizations, community support and extra-curricular activities.
- Develops and maintains student discipline procedures from established guidelines.
- Develops budget recommendations for the school and manages all funds allocated to or generated at the school site.
- Supervises the development and maintenance of a school environment that is conducive to learning and appropriate to the maturity and interests of students.
- Establishes policies and procedures to ensure the safety of students, staff, facilities and equipment.
- Supervises the preparation and maintenance of all records as required at the school.
- Works cooperatively with parents and community members.

DUTIES:

- Complies with state-approved Code of Ethics of the Educational 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 STATEarly Learning Center.
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives and administrative regulations
- 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.
- 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 immediate supervisor.



JOB DESCRIPTION

BUSINESS MANAGER

The Business Manager will carry out all the financial management responsibilities of the school. He/she will work collaboratively with the Principal and Executive Director. Business Manager will report monthly to the STAT Board of Directors. The Business Manager will report directly to the Executive Director.

MINIMUM QUALIFICATIONS:

Business Manager must hold a current New Mexico School Business Manager License

Description of Work: This job category covers interval school business administrative support positions that perform work requiring substantial knowledge of school business and administrative support terminology, requirements. These positions perform work supporting accounting, budget, finance (includes encoding and remote data entry payments, human resources management, management analysis, procurement, contract, property and supply management, space management, public information, safety, and security programs and functions. The work does not require a broad understanding or application of professional or administrative knowledge typically acquired through full college education and specialized training. Assistant and technical work involves the application of procedures, practices and instruction within the framework of established guidelines. Business Manager will be responsible for reports to Executive Director, Principal, STAT Board, and the Public Education Department.

SPECIFIC DUTIES:

- Develops budget recommendations for the school and manages all funds allocated to or generated at the school site.
- Prepares and maintains accurate and complete records and reports as required by law, state directives and administrative regulations
- Prepares and revises operating budgets.



- Establishes policies and procedures to ensure the safety of students, staff, facilities and equipment.
- 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 immediate supervisor.

JOB DESCRIPTION

FEDERAL PROGRAMS/CURRICULUM, COLLEGE & CAREER COORDINATOR- Under the direction of the Executive Director. Position will be on the Administrative Salary Schedule or maybe contracted.

MINIMUM QUALIFICATIONS: Administrative Certification, minimum of 7 years classroom experience.

- Supervises the coordination and implementation of the instructional program and ancillary and operational support programs at the school level and assists in their development.
- Serves as the instructional leader of the school
- Assesses appropriateness of school services and programs
- Makes changes in Federal school programs as a part of the school planning process
- Designs in-service training and staff-development programs at the school.
- Works cooperatively with parents and community members.

DUTIES:



- Complies with state-approved Code of Ethics of the Educational 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 STATEarly Learning Center.
- 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.
- 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 immediate supervisor.



Appendix H

Community Relationships: STAT Partners
and Supporters



100+ Tutoring LLC

May 19, 2016

Dear Mr. Jones:

I am pleased to provide this letter of support for the STAT Charter (School Students That Aspire to Teach). As you know, 100+ Tutoring has worked with dual language schools in New Mexico for the last 10 years. In those years of service to our New Mexico communities we have identified the urgent need for more bilingual teachers. We are excited about the opportunity to work in collaboration with STAT in an effort to improve student achievement through the improvement of teacher quality. We share a common focus on student achievement through integrated thematic instruction; the use of a 50:50 Dual Language Immersion Model; bridging home and school communities; and the development of students and teachers as lifelong learners.

I have reviewed the aims and outlined activities presented in the STAT Mission and Proposed scope of delivery, and I approve of the activities described. I believe that charter schools are an excellent mechanism for improving public education by providing flexibility, focusing on student achievement, facilitating creativity, improving parental involvement and sharing best practices with local public schools.

I look forward to working with the teachers and parents of our community in creating a charter school that will benefit the Albuquerque School District.

Sincerely,

Mae Araujo

Mae Araujo, MA Ed.
100+ Tutoring LLC, COO

ABQ Counseling Services
2610 San Mateo NE, Suite A • Albuquerque, NM 87110
505.888.7033 • 505.888.7034 (FAX)

May 16, 2016

To Whom It May Concern:

I have been a community based counselor for the past four and a half years and for the past three have been privileged to be a part of the La Promesa School. I provide community based counseling services to the students of the school and their families. During the course of my time with La Promesa, I have had an opportunity to also form relationships with the staff and administration and develop ways to further help the students to succeed, as the student's success, at any grade level, is the primary goal of La Promesa.

La Promesa is a bilingual school that offers smaller classes to the students and advantages that other APS schools do not. They are not only vested in the academics of the children, but also in the enrichment of their lives and their futures. La Promesa is a strong and supportive school for children from pre-kindergarten through 8th grade and this support and encouragement can be seen in the afterhours activities that they provide as well as the involvement of the parents in the school. La Promesa takes learning to a whole new level, understanding that students need enrichment and support in all areas of their lives, not just solely academic grades.

I was very pleased to hear of the proposed partnership between La Promesa and Students That Aspire to Teach Charter School. New Mexico unfortunately has a very high rate of students that do not finish high school or that finish and have no direction upon graduating. I firmly support the STAT model, as I believe that this would provide all the young people at the school an opportunity to not only successfully finish high school, in a bilingual environment, but also provide them with a direction and course for their futures that so many young people lack. I believe that this program would benefit not only the students at STAT, but New Mexico in general.

If I can be of any further assistance, please feel free to give me a call. Cheers to the founding team for their foresight and initiative to support the youth of New Mexico!

Regards,

Kris M. Dole, LPCC
Owner/Counselor



ALBUQUERQUE PUBLIC SCHOOLS
Student, Family, and Community Supports Division

Leslie Kelly
Director of Counseling

May 16, 2016

Primary Business Address:
6400 Uptown Blvd. NE
Suite 380W
Albuquerque, NM 87110

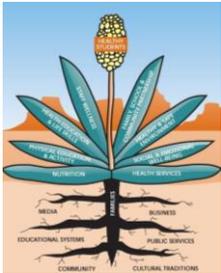
New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe. NM 87501

Mailing address:
P.O. Box 25704
Albuquerque,
NM 87125-0704

To: Whom it may concern:

I am excited to have this opportunity to express my support for the charter school application submitted for the creation of the Students That Aspire to Teach (STAT).

Having worked in public education for the past 20 years as a counselor, teacher and administrator, I see the need to provide opportunities to inspire, mentor and support the future generation of educators. Our state needs now, more than ever, career exploration and readiness opportunities for our young people and having a stand-alone charter school focused on developing students into our state's future educators is one worth backing and supporting. As the director of counseling for the Albuquerque Public Schools, I am excited about STAT and the opportunities it can give students. Exploring careers is essential for our young people and STAT will be a school that supports that exploration.



The authorization of this charter school is not only important, but necessary. I am encouraging you to see the enormous benefit of STAT Charter School to our state, the education profession, but mostly to our students.

Sincerely,

Leslie G Kelly



May 12, 2016

RE: Students That Aspire to Teach Charter School Letter of Support

To Whom It May Concern:

It is with honor that I submit this letter of support and recommendation for Students That Aspire to Teach (STAT) Charter School.

Through my work with Running Start for Careers, I have the opportunity to work with high schools from across the Albuquerque MSA and truly believe in the model presented to me in regards to STAT. I look forward to the opportunity to partner with STAT to provide opportunities for students from across the Albuquerque MSA with dual credit courses toward licensure through the City's Running Start for Careers program.

PO Box 1293

Albuquerque

New Mexico 87103

www.cabq.gov

High school curriculum programs like this are in great need as teacher attrition rate is on the rise and fewer college students are choosing education as a career path. Engaging students from an early age in the educator pathway and developing them into teachers that are in-tune with the expectations for quality service and requirements as set by the State of New Mexico Public Education Department will produce teachers that are well postured for success with their students as well as professionally within the school system.

Programs like these are that much more important, in my belief, in a state that has a high school graduation rate at 70%. At least some of our state's low student success rate can be attributed to our uniquely high level of English Language Learner (ELL) students, and engaging a highly ELL student population to become educators can help our state progress in curbing our high dropout rate. I truly believe that the STAT model is needed in our community and should be welcomed by all.

I would be happy to address any questions or concerns you may have and look forward to working with STAT staff during their planning year once the school becomes established.

Best wishes,

Andrew Mathis, MBA
Executive Director
Running Start for Careers

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www.lujangrisham.house.gov

COMMITTEE ON THE BUDGET

COMMITTEE ON OVERSIGHT AND
GOVERNMENT REFORM
HEALTH CARE, BENEFITS,
AND ADMINISTRATIVE RULES

Congress of the United States
House of Representatives
Washington, DC 20515-3101

May 23, 2016

Mark Tolley, Director
Department of Charter & Magnet Schools
Albuquerque Public Schools
6400 Uptown Boulevard Northeast
Suite 610 East
Albuquerque, NM 87110

Dear Director Tolley,

I am writing to ask for your consideration of the Students That Aspire to Teach (STAT) Charter School application. STAT Charter School's proposal will foster students' individual needs and develop future teachers which our state urgently needs.

New Mexico is currently experiencing a severe teacher shortage and Albuquerque is no exception. At the end of this academic school year, there were nearly 400 certified teacher vacancies within Albuquerque Public Schools alone. STAT Charter School will use an innovative curriculum to prepare the next generation of skilled bilingual educators and work towards closing the gap in teacher vacancies within Albuquerque.

This model is bound to be successful in benefiting the future students of STAT and our community as a whole. Once again, I respectfully ask that you consider STAT Charter School's application so that they may begin to educate New Mexico's teachers of tomorrow.

Sincerely,



Michelle Lujan Grisham
Member of Congress



NEW MEXICO

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

Dear Public Education Commission,

I am pleased to have this opportunity to express my support for the charter school application submitted for the development of Students That Aspire to Teach (STAT) Charter School. As the state director of Educators Rising, I firmly believe in the mission of this GROW YOUR OWN approach to creating the teacher pipeline.

I am very familiar with the lack of highly qualified teachers in the central region of our state, specifically the Albuquerque area where every year our district is forced to think of creative ways to adequately staff their existing elementary, middle, and high schools. Moreover, the hard-to-fill vacancies in the areas of Special, Bilingual, and Early Childhood Education create voids in the educational experiences of our special populations that are in the most need of highly effective teachers. STAT's mission of developing our state's future teacher-leaders in these high-need areas will serve as a model to be used by other schools and districts to help create a pipeline of future educators which has the potential to replenish our educator workforce. Therefore, I am invigorated by this effort to establish STAT Charter School as a way to engage students in academic success through a practical model that emphasizes teacher education.

Educators Rising will partner with the STAT Charter School, and I am willing and interested to serve on the advisory board. Hopefully every student at the school will become an Educators Rising member and together we will provide the nation with a model for creating future teachers.

Helping our students develop the academic, cognitive and non-cognitive skills required to teach will not only support students in their journey to become teachers; these transferrable skills are integral for life success and can be applied to any occupational, academic, or social setting. STAT is a medical term that means "urgent," and with the current teacher shortage crisis we face in our great state, it behooves our educational decision makers to acknowledge such urgency and provide STAT with the opportunity to become the next star on our state's educational landscape. I encourage you to approve the Students That Aspire to Teach charter application!

Sincerely,

A handwritten signature in black ink, appearing to read 'Karen Trujillo', is written over a light blue horizontal line.

Dr. Karen Trujillo, State Director
Educators Rising New Mexico
<http://educatorsrisingnm.nmsu.edu>

05/23/16

From: Teri Wimborne
Director of Collective Impact
Mission: Graduate
Teri.wimborne@uwcnm.org

To: Whom It May Concern
Re: STAT (Students That Aspire to Teach) Charter School

I am writing in support of the creation of the STAT Charter School. At Mission: Graduate we are working to create more opportunities for students to better prepare for College and Career and the STAT model does just that. The blended learning model along with the career exploration components of STAT are concepts that, through best practice research, we have found to be useful in increasing student success. By working to prepare students for the possibility of teaching, starting in middle school, we can also increase the number of teachers who are familiar with our culture and community.

We have partnered with sister school, La Promesa, on our Attendance work and the school has been extremely helpful in piloting a new Parent Attendance Guide created to give parents understandable resource information and tips on improving attendance at a glance. The staff at La Promesa have been helpful and thoughtful with feedback as well.

Please don't hesitate to contact me if you need more information.

A handwritten signature in black ink, appearing to read 'Teri Wimborne', with a long horizontal flourish extending to the right.

Teri Wimborne
Mission: Graduate
505-247-3671

5/20/16

New Mexico Public Education Commission

Jerry Apodaca Education Building

300 Don Gasper Avenue

Santa Fe, NM 87501

Dear Commissioners:

I am writing to provide an endorsement for the Students That Aspire to Teach (STAT) Charter School application*. In my experience in education and policy making, it has become clear that our teachers, both locally and nationally, do not reflect the rich diversity of students represented in our schools. Recent statistics demonstrate that approximately 90 percent of teachers nationally are middle class, White females. While we need all of the quality teachers we can get, lived experience matters and plays a significant role in how teachers teach. What we need is a disruptive new model to recruit, train, and prepare teachers of color to serve students in historically marginalized neighborhoods.

STAT will provide early exposure to teaching careers to students in the middle grades. The school will give students the tools to be successful in school and life. Equally important, STAT will make education relevant to students that aspire to share the gift of knowledge with others. In the process, the school will begin to create more equity in the teaching pipeline for years to come.

Please feel free to contact me if you have any further questions regarding my endorsement. I can be reached at 505-220-8411 or fmirabal69@gmail.com.

Sincerely,

A handwritten signature in black ink, appearing to read 'Frank Mirabal', with a stylized flourish at the end.

Frank Mirabal, Ph.D

Director of Collective Impact

Office of the Mayor, City of Albuquerque

*This letter serves as a personal endorsement and does not imply an endorsement on behalf of the City of Albuquerque or its leadership.



*Javier Martinez, J.D.
Executive Director*

May 17, 2016

To Whom It May Concern:

The Partnership for Community Action (PCA) is pleased to extend its support for the Students who Aspire to Teach Charter School (STAT). We believe that the STAT model is consistent with the needs and expectations of our local communities and we are confident in its success.

PCA works with families and students across Bernalillo County to build their leadership and advocacy capacity around issues of education reform, access to early childhood education, and economic security. Over the years we have seen firsthand the importance of strong, public educational entities in our communities. STAT is one such entity. We offer our support for this charter model and hope to see it come to fruition.

Regards,

Javier Martínez, J.D.
Executive Director
Partnership for Community Action



the reading
success
movement

Building Better Communities
Through Reading Success

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

Dear Public Education Commission,

I am pleased to have this opportunity to express my support for the charter school application recently submitted for the development of Students That Aspire to Teach (STAT) Charter School.

As a former teacher at APS' Eisenhower Middle School, I understand the urgency of addressing our teacher shortage in New Mexico and I'm very encouraged by STAT's vision of taking a grassroots approach for the early identification of prospective teachers. I am quite familiar with the lack of highly qualified teachers in the central region of our state, specifically the hard-to-fill vacancies in the areas of Special, Bilingual, and Early Childhood Education. STAT's mission of developing our state's future teacher-leaders in these high-need areas will be an important contributor to NM's critically needed pool of future educators.

Since July of 2015, the organization I represent--[The Reading Success Movement](#)--has been providing innovative, neuroscience-based programs that are showing remarkable success in helping La Promesa's primary grade students attain state literacy standards. We welcome the opportunity for STAT students to observe and learn the effectiveness of these new approaches while they work with children at La Promesa. We believe that tomorrow's educators will need to be well-versed in a variety of instructional strategies in order to meet the ever more diverse needs of NM's youth.

Helping our students develop the academic, cognitive and non-cognitive skills required to teach will not only support students in their journey to become teachers; these transferrable skills are integral for life success and can be applied to any occupational, academic, or social setting. STAT is a medical term that means "urgent," and with the current teacher shortage crisis we face in our great state, it behooves our educational decision makers to acknowledge such urgency and provide STAT with the opportunity to become the next star on our state's educational landscape. I encourage you to approve the Students That Aspire to Teach charter application!

Sincerely,

Dan Gerry

NM Program Coordinator
The Reading Success Movement
3501 Juan Tabo NE #D7
Albuquerque, NM 87111
(505) 238-1832

danigerry@gmail.com



1215 Broadway Ave. NE, Albuquerque NM 87102 | (505) 453-2612

May 19, 2016

Mr. Chris Jones, founder
Students That Aspire to Teach (STAT) Charter School

Dear Mr. Jones,

I am very pleased to write this letter of support for your envisioned *Students That Aspire to Teach (STAT) Charter School*. Mr. Chris Jones, the founder, defines the mission of STAT “to graduate college ready students who are prepared to contribute to the field of education by serving as future teacher leaders.” STAT’s vision is to increase the number of highly-qualified bilingual, early childhood, special education, and STEM educators in New Mexico through a focused personalized teacher-preparation option for middle and high school students in Albuquerque, NM.”

As the CEO of the Southwest Literacy Foundation, I have worked with schools all over the State of New Mexico. One of the chief concerns in all schools is finding qualified teachers to instruct students. Of even greater concern is to find qualified **bilingual** teachers to work with the multicultural students living in New Mexico. This dual language charter school, STAT, will give our high school students the opportunity to investigate teaching as a career choice. The location of the new high school on the campus of La Promesa Charter School will also allow the students to practice teaching as a career as well as study the academic side of teaching.

The planned charter, STAT, will offer students and families an innovative secondary (grades 7-12) schooling option that makes effective use of education technology, community resources, family and student relationships, practical curriculum foundations, and progressive student-centered learning opportunities that maximize learning. This innovative educational approach will enhance the choices available to students in the Albuquerque educational community. The students who decided to enter the teaching world as a result of this charter school will be very valuable assets to all of us in the world of education. We proudly support this effort.

Best Regards,

Dr. Amy Atkins

Dr. Amy Atkins, CEO, The Southwest Literacy Foundation



New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

Dear Public Education Commission Members,

I am pleased to have this opportunity to express my support for the charter school application submitted for the development of Students That Aspire to Teach (STAT) Charter School.

In 2012 I retired after a 39-year career in public education in New Mexico. Finding qualified teachers, especially special education and bilingual education teachers, was a constant challenge throughout my career. As a director of a regional education center, REC, I was constantly searching for special education teachers for the rural schools I supported. As the State Director of Special Education, it was my responsibility to provide support and resources to our state universities to increase the number of teachers and related services staff needed to provide required services to students with disabilities. During my time as Assistant Superintendent for Learning Services at the then named NM State Department of Education (now the NM PED), I led the State Board of Education's legislative efforts to increase teacher pay as a tool for recruiting teachers for our NM classrooms. And in my role as Assistant Superintendent with the Albuquerque Public Schools I led the implementation of preschool services. Once again the issue of finding qualified preschool teachers was a central issue. Today I serve as the President and CEO of Youth Development Inc. (YDI), the provider of Head Start and Early Head Start services for Bernalillo, Rio Arriba, and Taos counties. YDI faces significant challenges in finding qualified teachers and teacher associates for our Head Start programs and children.

As a person who understands the urgency of addressing our teacher shortage in New Mexico, I support STAT's vision of taking a grassroots approach for the early identification of prospective teachers. STAT's mission of developing our state's future teacher-leaders will serve as a model to be used by other schools and districts to help create a pipeline of future educators which has the potential to replenish our educator workforce. I was involved in the creation of Health Leadership Charter High School, another similar effort focused on preparing young people for possible careers in health related fields. I see the STAT Charter School as a similar way to

engage students in academic success through a practical model that emphasizes teacher education and prepares young people for practical and much needed careers.

YDI and STAT Charter School are exploring a partnership in which YDI could prepare young people to obtain Child Development Associate, CDA, credentials for those interested in working for Head Start and other early childhood careers. We could also provide opportunities for classroom experiences, internships, and service learning opportunities for the students at STAT Charter School. YDI will also explore the possibility of providing additional support to families of students at STAT with behavioral health services and work force development training and opportunities.

Helping our students develop the academic, cognitive and non-cognitive skills required to teach will not only support students in their journey to become teachers; these transferrable skills are integral for life success and can be applied to any occupational, academic, or social setting. I encourage you to approve the Students That Aspire to Teach charter application!

Respectfully,

A handwritten signature in black ink, appearing to read "Diego Gallegos". The signature is fluid and cursive, with a large initial 'D' and 'G'.

Diego Gallegos, Ed.D.
President and CEO
Youth Development Inc.
6301 Central Ave. NW
Albuquerque, New Mexico 87105
dgallegos@ydinm.org



Appendix I

Uniqueness and Innovation:

A report on the teacher shortage in New Mexico
public school districts

Teacher Vacancies in New Mexico December 2015

Prepared by:

Dr. Karen Trujillo, NMSU Alliance for the Advancement of Teaching and Learning

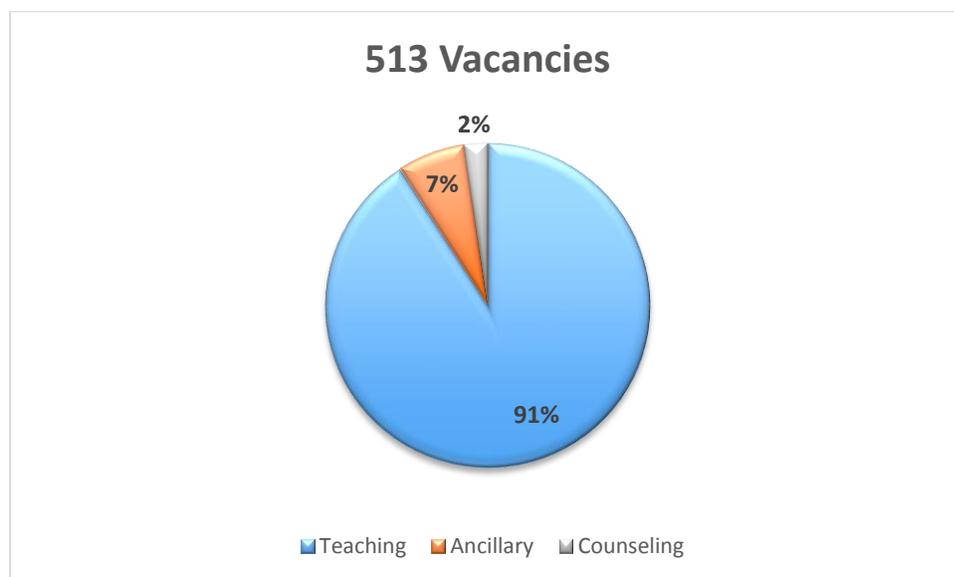
Introduction

This report was created in order to document the teacher shortages in New Mexico. Initially data was collected by the New Mexico Superintendents Association in June and again in August of 2015. In September, an inquiry was sent to all school districts through the New Mexico School Personnel Association. Once data was received from a majority of districts using these methods of collection, the final step was to collect data from online sources for the remaining districts. The websites for each school district were reviewed in November and a database was created to include all vacancies and job postings either reported by district officials or advertised online. Although this information changes as people are hired, this data represents the information gathered as of December 1, 2015. *Please note, this data DOES NOT INCLUDE State Charter Schools, Private schools or Bureau of Indian Education Schools located in New Mexico, it strictly represents data from the 89 school districts defined by PED.*

Total Vacancies for Public School Districts in New Mexico

There are currently **513** openings in New Mexico. This number includes teaching positions, instructional coaching positions, counselors and ancillary services such as speech pathologists, social workers, and other certified therapists. This does not include administrative vacancies. ***Of the 513 openings, 468 are teaching positions, 12 are counseling positions and 35 are for ancillary services.***

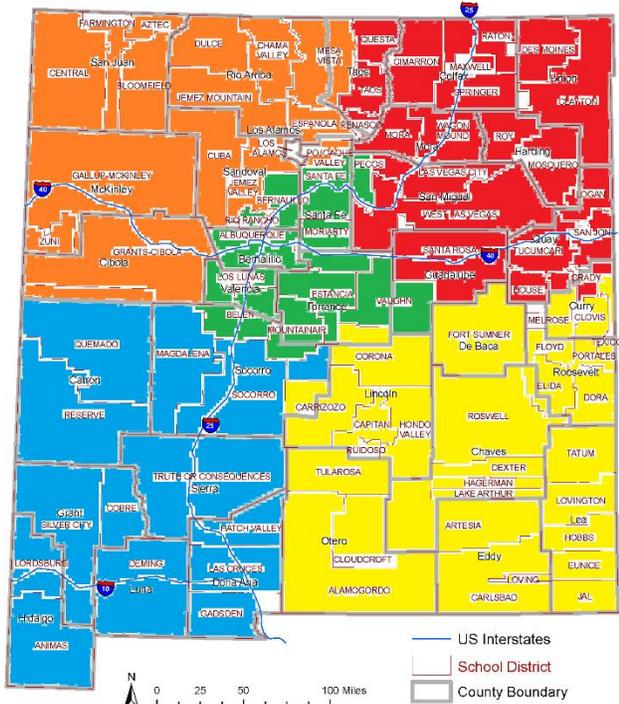
Table 1: Vacancies by Discipline



VACANCIES BY REGION

If we look at New Mexico in terms of regions, the data shows a clearer picture of where the needs are. The data was separated using geographical regions defined by the following map.

New Mexico School Districts



REGIONS:

- Central: 11 Districts
- Northwest: 15 Districts
- Northeast: 21 Districts
- Southwest: 13 Districts
- Southeast: 28 Districts

Prepared by: Bureau of Business & Economic Research, University of New Mexico, May 2008.
Source: U.S. Census Bureau, TIGER/Line files, Census 2000.

Table 2: All Vacancies by Region

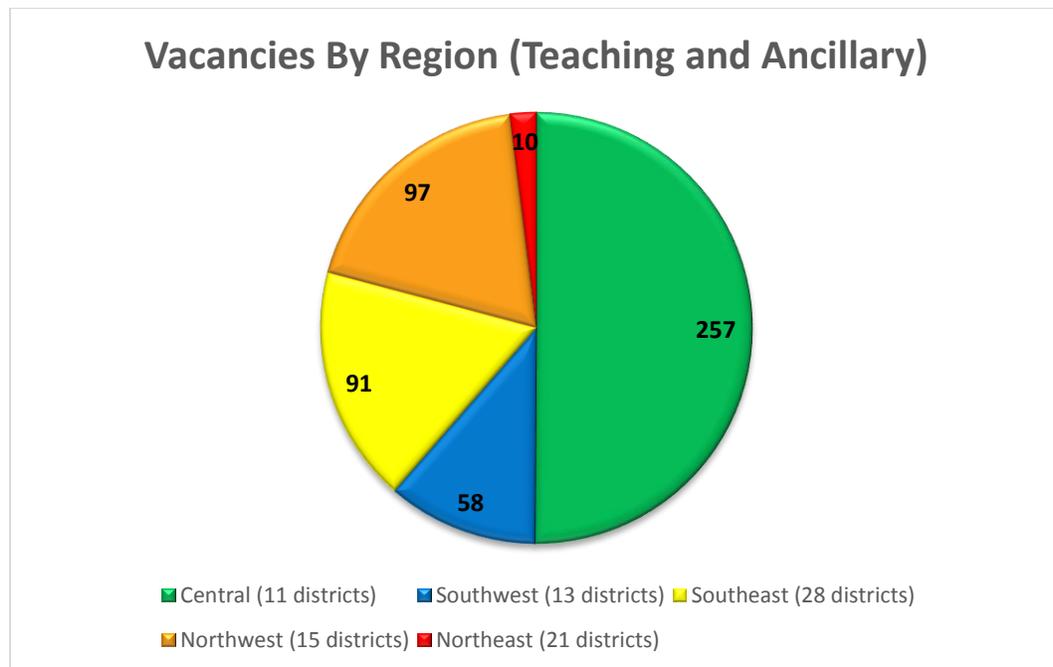


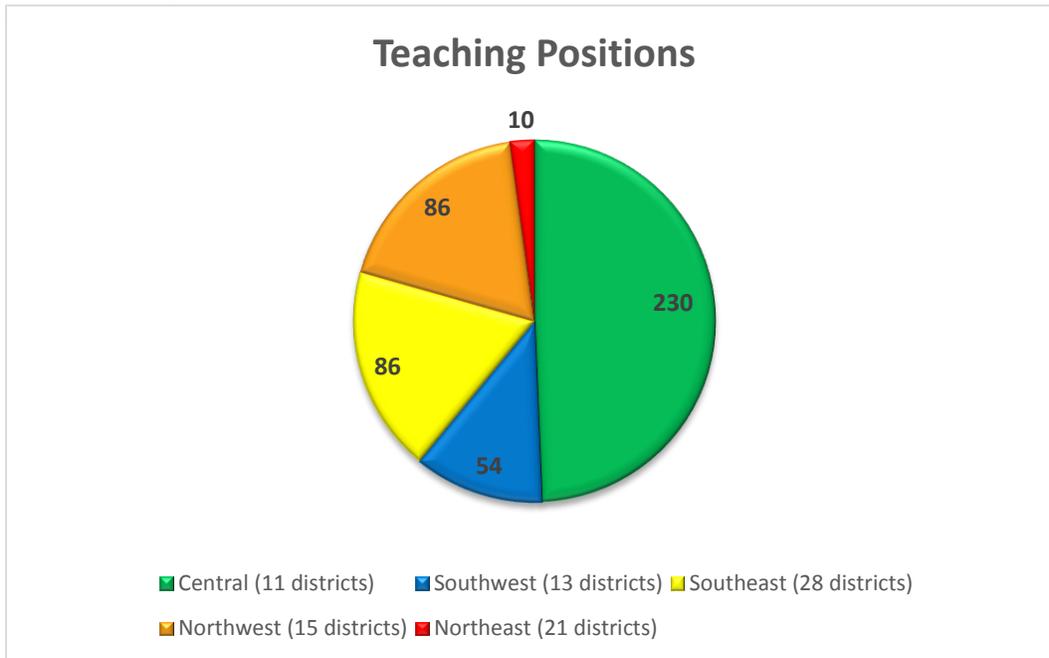
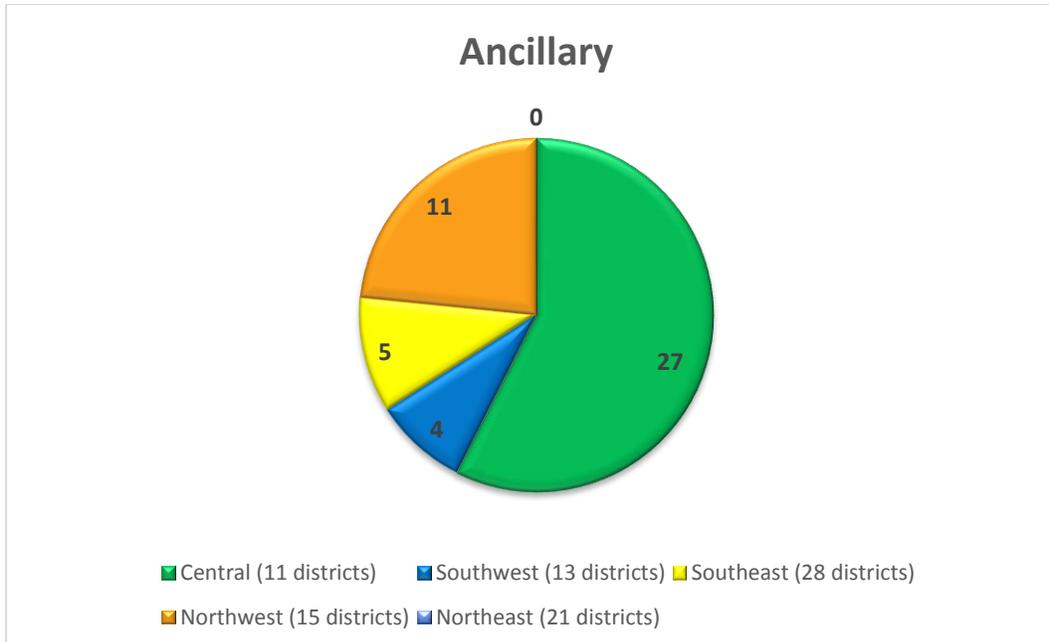
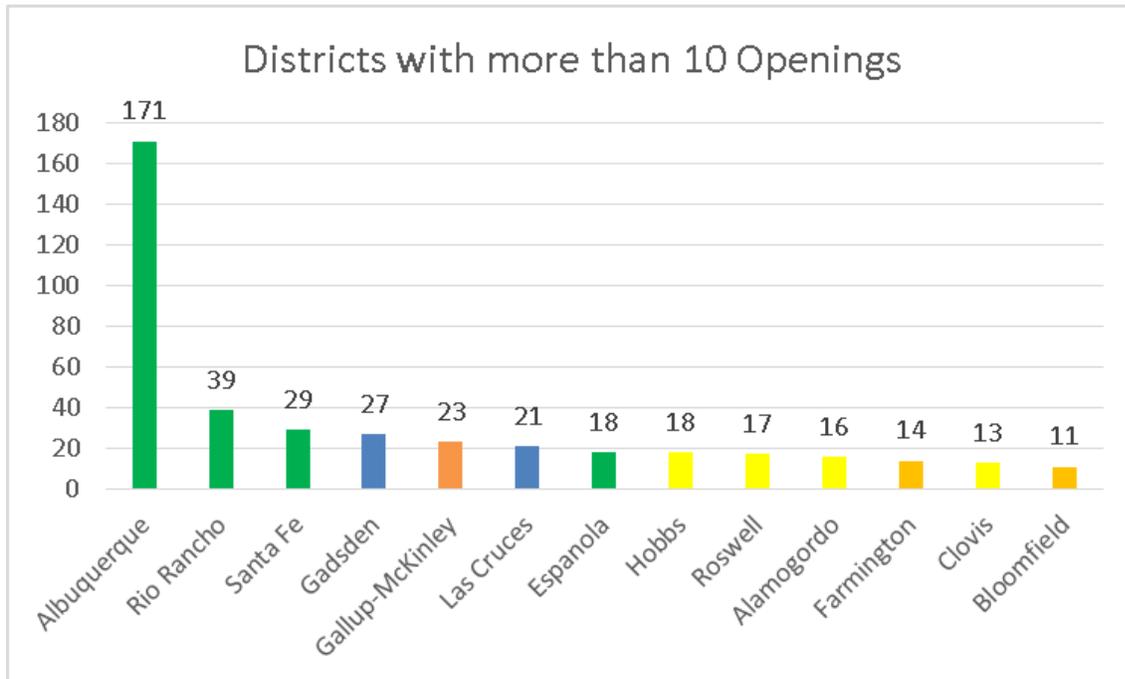
Table 3: Teaching Positions by Region**Table 4: Ancillary Positions (SLP, SW, Counselors, OT, PT and Psych) by Region**

Table 5: Districts with more than 10 openings

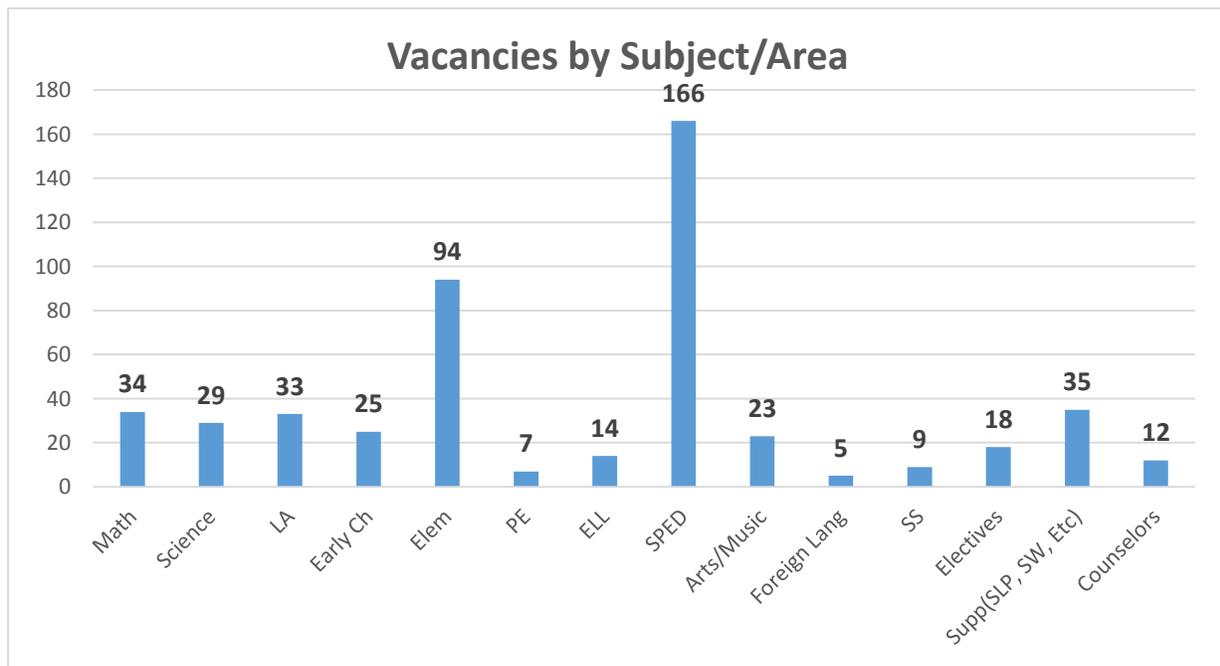
The majority of these schools represent the larger school districts in the state, so this data is not surprising. As you can see, 4 of the Central districts have more than 10 openings, 4 of the Southeast districts have more than 10 openings, 3 of the Northwest districts have more than 10 openings and 2 of the Southwest districts have more than 10 openings. The entire Northeast side of the state has a total of 10 openings.

Vacancies by Subject Area

There is also a need to define what types of teaching positions are available in New Mexico. In an effort to capture this data, the vacancies were divided into various subject areas. Although this graph is representative overall of the specific needs, there are some areas where data was difficult to distinguish. The following issues occurred when gathering this data:

1. Early Childhood and Elementary: There was an effort made to distinguish between early childhood (K-3) and elementary vacancies, however, this chart may not capture all of the early childhood vacancies. If the job postings specifically stated PreK-3rd grade it was included in Early Childhood, if not then it was included in Elementary.
2. Reading Coaches and Instructional Coaches: Reading coaches and instructional coaches were placed in Language arts because grade levels were not specified.
3. Electives: Electives include FACS teachers, computer teachers or other electives teachers that did not specifically fall under arts, music or foreign languages.
4. ELL and Bilingual: There was an effort to distinguish bilingual or ELL positions, but if the advertisement did not specify it was not included. It is very likely that many more ELL or bilingual positions are available and are not captured completely.

Table 6: Total Vacancies by Subject/Area



The SPED vacancies make up 32% (166) of the total vacancies. Elementary and Early Childhood together make up 23% (119) of the openings and Math and Science make up 13% (63) of the total.

Alternative Licensure, Long Term Subs and Waivers:

In addition to teacher shortages, districts were asked to report the following information:

1. Number of Long Term Subs
2. Number of teachers who have an alternative license
3. Number of teachers working under a waiver.

42 Districts responded to this request and it is important to note that Albuquerque, Rio Rancho and other large districts DID NOT report this information and are therefore not represented in the data below.

Table 7: Substandard Certifications and Substitutes Reported by 42 School Districts

Long Term Substitutes	182
Alternative Licenses	365
Waivers	34

Other interesting things to note in this are:

- 3 Districts reported having over 30 Long Term Subs
- 9 Districts reported having over 10 Teachers with an alternative license with 5 that reported having over 30. The largest number of alternative licenses reported by a single district was 64.

Conclusions:

1. The Central region has the direst need for teachers in the state of New Mexico. In fact, the central region has 50% of the openings (257)
2. There is an extreme shortage of Special Education teachers in New Mexico. SPED accounts for 32% of the vacancies.
3. Elementary teachers are needed throughout the state. Elementary (PreK-6) openings represent 23% of the vacancies.
4. There is a shortage of Math and Science teachers throughout the state of New Mexico. Math (34) and Science (29) account for 13% of the vacancies.
5. It is important to include counselors and ancillary service providers when we discuss vacancies in New Mexico. There are currently 47 openings in these areas.

Next Steps:

1. Develop programs to recruit and retain qualified teachers in all subjects and at all grade levels.
2. Encourage students to consider Special Education as a career choice during college.
3. Offer incentives for current Educational Assistants to get the training and certification necessary to become teachers, especially in Special Education.
4. Develop programs that attract and retain highly qualified teachers in Math and Science to fill the need for qualified STEM teachers.
5. Determine how many classrooms are currently staffed by teachers working under an Alternative license or an otherwise substandard license.



Appendix J

STAT Curriculum

Preface to the Tenth Edition

The South Carolina Teacher Cadet Program began as a pilot project in 1985 when four high schools in partnership with four colleges agreed to experiment with a high school-based teacher recruitment program. This progressive effort was built on the belief that bright, young people *can* be attracted to teaching careers if they are given the opportunity to study education and teaching in a challenging classroom environment.

The successful pilot program attracted 28 high schools and 15 colleges in 1986-87. Teachers and college faculty members worked together to develop curriculum materials in keeping with a broad outline prescribed by the Center for Educator Recruitment, Retention, and Advancement (formerly known as the South Carolina Center for Teacher Recruitment), the program's sponsor. As the Center and its policy board looked toward 1987-1988 and the projected expansion of the Teacher Cadet program, it became apparent that a model curriculum was needed.

The Center invited Dr. Ken Bower, professor in the Department of Elementary and Early Childhood Education at the College of Charleston, to develop a full-scale, two-semester curriculum. With the help of two Charleston-area Teacher Cadet instructors, Jan Black and Virginia Ward, as well as contributions from teachers in the Cadet network, Dr. Bower produced the first edition of *Experiencing Education* in 1987. Dr. Bower died December 25, 2002, at the age of 58. During his career, he was avidly committed to public school students and the adults who work with them.

In South Carolina, the Teacher Cadet Program has grown from 54 high schools in 1987-88 to over 170 high schools in 2009-2010. In addition, the network currently includes 21 college partners who provide support services and college credit for most of the high schools. The Teacher Cadet Program has grown not only within the state of South Carolina, but has been adopted in 34 states to date as well.

The following are major changes in the tenth edition of *Experiencing Education*:

- ❖ the publication of the text in a professional format that is easier to read and color-coded by thematic units
- ❖ the re-division of Theme III, Experiencing the Classroom, making "Analysis and Reflection" a fourth theme—"Experiencing Education"
- ❖ the combination of the Curriculum Guide and Instructor's Manual into one text
- ❖ alignment with standards and descriptors recently modified by the curriculum committee (standards emphasize the knowledge and skills teachers need for the PRAXIS as well as for National Board® certification)
- ❖ a standards alignment matrix illustrating the program's 44 rigorous standards' alignment with standards set forth by the following organizations: the National Council for Accreditation of Teacher Education (NCATE), Association of Teacher Educators (ATE), Interstate New Teacher Assessment and Support Consortium (INTASC), and National Board® for Professional Teaching Standards (NBPTS)
- ❖ additional information on topics such as the history of education, technology, barriers to learning, and brain-based learning

- ❖ more authentic tasks and assessments to help Teacher Cadets see the “big picture” and bridge the emphasis on real world applicability
- ❖ a new section on Ethics and Professionalism that highlights the significance of teacher leadership, civic responsibility, and advocacy for the profession
- ❖ culminating activities placed at the end of thematic units to avoid the confusion of the activity’s instructional sequence in the unit
- ❖ a resources section that includes a host of suggestions for print and electronic media
- ❖ a reference to the new, Teacher Cadet Interactive Technology Hub that will supplement and augment the Teacher Cadet curriculum. Equitable access to information and resources such as a mélange of educational strategies and best practices, demonstration lessons, “how to” educational videos, recruitment efficacy data, current education research and trends, and technology mediums and interfaces will all be features of the hub which will allow for communication and collaboration among students and teachers across the United States

For the Tenth Edition of *Experiencing Education*, Marcella Wine-Snyder and Tria Grant led the team of writers:

Virginia Ward Bartels, M.A.T., NBCT
Wando High School

JacQuie Parmlee-Bates, M.Ed.
Richland One Middle College

Angi Brush, M.Ed., NBCT
Ashley Ridge High School

Lisa Sanderson, M.Ed.
Lakewood High School

Tria Grant, M.Ed.
Summerville Elementary School

Todd Scholl, M.Ed.
Carolina Forest High School

Carol Jackson, M.Ed., NBCT
Dutch Fork High School

Jane A. Sligh, B.A., NBCT
Hartsville High School

Anne Ledford, M.A.T
Fort Mill High School

Marcella Wine-Snyder, Ed.S., NBCT
CERRA-SC

Deborah H. Minick, M.Ed.
Saluda High School

It is our hope at CERRA that this revised edition of *Experiencing Education* and the Teacher Cadet Program continue to be utilized and implemented as a national model for pre-collegiate curricula for teacher preparation. We look forward to its statewide and national impact and invite you to share your successes with us!

June 2010
www.cerra.org
www.teachercadets.com

Introduction to *Experiencing Education*, Tenth Edition

“We have a powerful potential in our youth, and we must have the courage to change old ideas and practices so that we may direct their power toward good ends.”

-Dr. Mary McLeod Bethune

Experiencing Education is designed to introduce the beginning student to the field of education. Its perspective on education comes from the Latin root *educere*, to draw out, to lead forth; thus, it is not a book to be read and memorized; it is meant to be experienced as a compilation of “vignettes” designed to expose future educators to the power of knowledge, the discoveries of the past, and the tenacity to acquire further knowledge by his/her own effort.

As we prepare future educators in the 21st century and beyond for the rewards and challenges of educating society, it is important for us to remember that learners are not mere receptacles to be filled with information. We are charged with providing the impetus for inspiration, thus “directing their power toward good ends.”

As the shortage of qualified teachers for our schools looms, we remain cognizant of our need to recruit and prepare potential teachers from our talented Teacher Cadets. As they delve into the pages of the curriculum, it is our hope that they truly “experience education” that either leads to the development of highly effective, accomplished teachers for our nation’s classrooms or lifelong advocates for the education of all children.

Organization of the Text

Experiencing Education is presented in four themes: Experiencing the Learner, Experiencing the Profession, Experiencing the Classroom, and Experiencing Education.

Experiencing the Learner	Helps students become better acquainted with themselves as individuals, learners, and community members; appreciate the diversity of others; and examine the various stages of learners
Experiencing the Profession	Helps students develop a greater understanding of the history of education in our state and nation; gain insights into the structure and functions of our schools and school systems; learn the steps to teacher and educator certification; and recognize the significance of teacher leadership and advocacy for the profession
Experiencing the Classroom	Helps students become acquainted with the personal and professional roles of educators
Experiencing Education	Helps students to reflect on the teaching profession and think systematically about it; identify their personal philosophy of education; and provide feedback for program development and evaluation

DreamQuest

THE PROTEAM EXPERIENCE



**A Middle School Curriculum
in Character Education, Leadership Development, Exploration
of Teaching, and a Professional Future**

Center for Educator Recruitment, Retention, & Advancement

EIGHTH EDITION, FALL 2014

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By the Center for Educator Recruitment, Retention, & Advancement (CERRA)

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Preface to the Eighth Edition

The **Center for Educator Recruitment, Retention, & Advancement** (CERRA), formerly known as the South Carolina Center for Teacher Recruitment (SCCTR), has a mandate from the General Assembly to increase the minority teacher supply in South Carolina. CERRA has reached thousands of academically talented minority high school juniors and seniors through its Teacher Cadet Program, which is now offered in more than 170 high schools statewide. But the sad truth is that many minority teenagers are turned off to teaching by the time they reach their senior year in high school. And many other talented minority youths never make it to the senior year prepared to enter college and pursue a professional lifestyle.

CERRA's ProTeam middle school program is an attempt to address this problem by reaching students at an earlier age, before they make choices about their high school coursework – and perhaps before they make an irrevocable decision to avoid the teaching profession. We recognize that many teachers and parents/guardians actively discourage minority youngsters from considering teaching, despite the rapidly shrinking population of minority educators in teaching.

The CERRA staff is committed to the parental involvement component of the ProTeam Program. Our research indicates that parents/guardians have a tremendous influence on their own children. To more fully involve parents/guardians as part of the "Team," the staff wrote Family Involvement Activities that provide more opportunities for students to interact with their parents/guardians and other family members.

DreamQuest: The ProTeam Experience recognizes the need for all young people to develop a stronger sense of self as well as insights into working cooperatively with others. It provides opportunities for students to experience the act of teaching and to explore what it means to be a teacher. The emphasis is always on developing a professional attitude about life and a dream or vision for the future – a vision that includes college and possibly a career in teaching. The ProTeam experience is by no means limited to minority students; it is a positive experience for any interested adolescent.

The revisions of this Eighth Edition of the curriculum are the end product of many months of work, led by the revision team members noted below. As always, the value of our work lies in those in our network who have the talents and expertise to help us improve.

Many thanks are extended to members of the Center staff who continue to provide support to the ProTeam Program. We realize that all the programs sponsored by the Center are necessary to recruit and retain the best and brightest teachers for the classrooms of South Carolina.

The following are major changes in the Eighth Edition of *DreamQuest*:

- ❖ the publication of the text in a professional format that is easier to read and color-coded by thematic units
- ❖ the re-arrangement of instructional modules that accommodates a more logical, sequential flow of information
- ❖ alignment with standards and descriptors recently modified by the curriculum committee (Standards emphasize character education, leadership development, the exploration of the teaching profession, and professional and career readiness.)
- ❖ a standards alignment matrix illustrating the program's seven overarching standards and 50 descriptors that align with the Southern Region Education Board's (SREB) Making Middle Grades Work initiative

- ❖ updated instructional activities that showcase 21st century skills
- ❖ more authentic tasks and assessments to help ProTeam students see the “big picture” and bridge the emphasis to real world applicability
- ❖ a Resources section that includes a plethora of suggestions for print and electronic media
- ❖ a reference to the new ProTeam website that will supplement and augment the ProTeam curriculum. A mélange of educational strategies and best practices, demonstration lessons, “how to” educational videos, current education research and trends, and technology mediums and interfaces will all be resources on the website, which will allow for communication and collaboration among students and teachers across the United States.

For the Eighth Edition of *DreamQuest*, Marcella Wine-Snyder and Tria Grant led the team of writers:

Cynthia Brewington, M.Ed.
Hemingway M. B. Lee Middle School

Daphne Dubose, M.A.
Gilbert Middle School

Tria Grant, M.Ed.
Summerville Elementary School

JacQuie Parmlee-Bates, M.Ed.
Richland One Middle College

Marcella Wine-Snyder, Ed.S., NBCT
CERRA-SC

It is our hope at CERRA that this revised edition of *DreamQuest* and the ProTeam Program continue to be utilized and implemented as a national model for pre-collegiate students. We look forward to its statewide and national impact and invite you to share your successes with us!

June 2014
www.cerra.org
www.proteamsc.com

CERRA: An Overview

CERRA's agenda is a comprehensive one that supports a variety of programs aimed to increase the number of students in the education pipeline and to recruit and retain qualified, caring, and competent teachers for the state of South Carolina. The Center's primary target groups are middle (the ProTeam Program) and high school students (the Teacher Cadet and Teaching Fellows Programs), college students, and adults interested in changing careers. CERRA also targets groups of accomplished teachers through programs including mentoring, teacher leadership and National Board Certification. The network of educators in CERRA's programs overlaps in powerful ways to increase the level of collaboration for recruitment, retention, and advancement of South Carolina educators.



Pre-Collegiate Programs



Pre-Service Programs



Service Programs



TEACHERS MAKE A **DIFFERENCE** EVERY DAY

CERRA and ProTeam Mission Statements

CERRA Mission Statement

The purpose of the Center for Educator Recruitment, Retention, & Advancement (CERRA) is to provide collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children in South Carolina.

ProTeam Mission Statement

The mission of ProTeam, a middle school recruitment program, is to make students who exhibit the potential for success aware of the skills needed to complete college and consider education as a viable career option, and to expand the pool of minority and male teachers available to the public schools of South Carolina.

Core Standards for the ProTeam Curriculum

Module 1: I Can Self-Reflect

Standard 1: Students will evaluate themselves as individuals and identify their roles in society.

Descriptor 1:	Students will identify the origins of their names and what they mean to them.
Descriptor 2:	Students will formulate questions and seek answers about themselves and their families.
Descriptor 3:	Students will identify their personality traits and showcase those traits via various media.
Descriptor 4:	Students will identify attributes necessary for success in their ideal careers.
Descriptor 5:	Students will evaluate themselves as diverse individuals, learners, and community members.

Module 2: I Can Communicate

Standard 2: Students will examine the characteristics of effective communication.

Descriptor 1:	Students will identify and practice effective listening and speaking skills.
Descriptor 2:	Students will identify three basic purposes for listening.
Descriptor 3:	Students will identify their own communication styles.
Descriptor 4:	Students will analyze the role of social skills in non-verbal communication.
Descriptor 5:	Students will practice giving and receiving positive comments.
Descriptor 6:	Students will learn how to respond appropriately to constructive criticism and negative comments.
Descriptor 7:	Students will demonstrate the value of eliminating rumors.
Descriptor 8:	Students will use a variety of communication styles for various audiences.

Module 3: I Can Be Different

Standard 3: Students will analyze the impact of personal and group differences on the school setting.

Descriptor 1:	Students will evaluate the four major learning styles and identify their own dominant learning style(s).
Descriptor 2:	Students will identify themselves as larks (morning people) or night owls.
Descriptor 3:	Students will examine cultural differences with the goal of developing respect for other cultures.
Descriptor 4:	Students will identify the special needs and exceptionality of learners with the goal of developing respect for people with disabling conditions.
Descriptor 5:	Students will examine the educational services for those with disabilities.
Descriptor 6:	Students will identify their pet peeves and explore strategies to manage them.
Descriptor 7:	Students will identify their personal characteristics that annoy others and develop plans for self-improvement.
Descriptor 8:	Students will evaluate the relationship between a person's unique characteristics/talents and his career choice.

Module 4: I Can Think Positively

Standard 4: Students will think more positively about their home and school relationships, their education, and their future.

Descriptor 1:	Students will examine the damaging effects of negative criticism.
Descriptor 2:	Students will identify positive steps they can take to deal with low self-esteem.
Descriptor 3:	Students will demonstrate how positive statements affect themselves and others.
Descriptor 4:	Students will examine their past, present, and future goals.

Module 5: I Can Teach Others

Standard 5: Students will recognize the characteristics of effective teaching.

Descriptor 1:	Students will describe the traits of an ideal teacher.
Descriptor 2:	Students will identify the roles and responsibilities of teachers.
Descriptor 3:	Students will explain the importance of using different teaching strategies and methodologies to instruct students.
Descriptor 4:	Students will plan and deliver a lesson.
Descriptor 5:	Students will serve as teaching assistants.
Descriptor 6:	Students will discover the hidden values of lessons learned in school.
Descriptor 7:	Students will identify rewards and challenges of teaching.
Descriptor 8:	Students will evaluate the positive and negative aspects of the teaching profession.
Descriptor 9:	Students will explore careers in education.
Descriptor 10:	Students will identify the different personnel positions in the school system and the job duties of each.
Descriptor 11:	Students will compare various types of schooling options.
Descriptor 12:	Students will predict future educational movements based on past and current events.

Module 6: I Can Make Decisions

Standard 6: Students will determine how wise decision making impacts their futures.

Descriptor 1:	Students will identify the ten steps to making wise decisions.
Descriptor 2:	Students will analyze the need for reality-based decision making.
Descriptor 3:	Students will analyze their own levels of responsible decision making.
Descriptor 4:	Students will compare their priorities to their behavior.

Module 7: I Can Plan for a Successful Future

Standard 7: Students will establish viable goals, including attending and graduating from college.

Descriptor 1:	Students will list their dreams and goals.
Descriptor 2:	Students will analyze the importance of setting goals.
Descriptor 3:	Students will brainstorm, identify, and write their short-term and long-term goals.
Descriptor 4:	Students will identify risks they might have to take to achieve their goals.
Descriptor 5:	Students will examine the impact of motivational levels on their success.
Descriptor 6:	Students will identify steps they need to take to increase their chances of college acceptance, to receive college scholarships, and to graduate.
Descriptor 7:	Students will examine the importance of Grade Point Average (GPA) or Grade Point Ratio (GPR) and demonstrate how they are calculated.
Descriptor 8:	Students will identify characteristics of colleges to consider when selecting a post-secondary school.
Descriptor 9:	Students will identify life skills of successful people and world changers.
Descriptor 10:	Students will develop plans for their own success.

Alignment Chart

**Alignment of the ProTeam Curriculum (*DreamQuest*)
with the
10 Key Practices of Making Middle Grades Work (SREB)**

Module	Title	MMGW Key Practice(s)	
1	I Can Self-Reflect	1, 2, 4, 6, 9	self-identification; self esteem; parental involvement; personality traits; career exploration; teaching profession
2	I Can Communicate	2, 4, 9	social skills; communicating with others; listening skills
3	I Can Be Different	2, 4, 9	learning styles; cultural differences; disabilities and the role it plays in education; duties of school personnel; personal characteristics; strategies for self-improvement
4	I Can Think Positively	1, 2, 3, 4, 9	future trends; positive self-esteem; plans for success; life skills
5	I Can Teach Others	2, 4, 9	characteristics of effective teaching; roles and responsibilities of teachers; traits of an ideal teacher; cooperative learning; planning and delivering lessons; pros and cons of teaching
6	I Can Make Decisions	1, 4, 6, 9	priorities and decision-making; characteristics of post-secondary schools
7	I Can Plan for a Successful Future	1, 3, 4, 6, 9	goal setting; success in College Preparatory courses; strategies for achieving short and long-term goals; career exploration; preparing for college
<i>DreamQuest</i> Curriculum	Professional Development & Training for ProTeam Instructors	5, 7, 8, 10	

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MODULE 1: I CAN SELF-REFLECT

MODULE GOAL:

The purpose of this module is to provide the opportunity for students to become better acquainted with themselves and begin answering the question, “Who am I?” Emphasis should be placed on self-reflection and personal growth as they learn how to be reflective young adults.

ACTIVITIES:

1.A. What’s in a Name? (MAN: YL and S).....	1-3
1.B. What Makes Me Unique (MAN: YL and S).....	1-7
1.C. The Self-Discovery Sub (MAN: YL and S)	1-11
1.D. Let Your True Colors Shine Through (MAN: YL and S).....	1-22
1.E. Career Planning Board Walk (MAN: YL and S).....	1-32
1.F. A “Me” T-Shirt (MAN: YL; OPT: S)	1-44
1.G. Starring . . . (OPT: YL and S)	1-49
1.H. Steppin’ Out (OPT: YL and S)	1-54
1.I. STRESSED Out (OPT: YL and S)	1-58

MODULE 2: I CAN COMMUNICATE

MODULE GOAL:

The purpose of this module is to provide the opportunity for students to understand the importance of all forms of communication: non-verbal, oral, and written. The students will complete activities that include listening, speaking, and writing.

ACTIVITIES:

2.A. What’s Best about Us All (MAN: YL and S)	2-3
2.B. He Said; She Said (MAN: YL and S)	2-9
2.C. Hearing with Your Heart (MAN: YL and S)	2-16
2.D. What’s Your Communication Style? (MAN: YL and S)	2-22
2.E. Motivate Me to Be Better; I Can Handle It! (MAN: YL and S)	2-28
2.F. Listen Up! (MAN: YL and S)	2-33
2.G. Give Me a Sign (MAN: YL and S)	2-39

MODULE 3: I CAN BE DIFFERENT

MODULE GOAL:

The purpose of this module is to provide the opportunity for students to explore the dynamics of living and working in diverse groups. They will have the opportunity to explore and appreciate individual differences as well as various cultures and cultural traits. They will explore differences at the personal and group level and determine how differences impact the school setting.

ACTIVITIES:

3.A.	What's Your Style? (MAN: YL and S)	3-3
3.B.	I Am Bugged By... (MAN: YL and S)	3-14
3.C.	As Different as Night and Day (MAN: YL; OPT: S)	3-18
3.D.	Walk in My Shoes (MAN: YL; OPT: S)	3-23
3.E.	Get Some Culture! (MAN: YL; OPT: S)	3-28
3.F.	I'm Special; They're Special (MAN: YL; OPT: S)	3-37
3.G.	Bear with Me (OPT: YL and S)	3-43
3.H.	Doing My Thing (OPT: YL and S)	3-47

MODULE 4: I CAN THINK POSITIVELY

MODULE GOAL:

The purpose of this module is to provide the opportunity for students to begin thinking more positively in their personal relationships, in group work, and in their attitudes toward their education and future. They will focus on positive things about themselves and others.

ACTIVITIES:

4.A.	My Special Pennant (MAN: YL and S)	4-3
4.B.	Miles of Smiles (MAN: YL; OPT: S)	4-9
4.C.	Stomp Out Negative Images (MAN: YL and S)	4-17
4.D.	If You Don't Know Me by Now (MAN: YL and S)	4-25
4.E.	Put-up or Put-down (OPT: YL and S)	4-34

MODULE 5: I CAN TEACH OTHERS

MODULE GOAL:

The purpose of this module is to provide the opportunity for students to explore the basic nature of teaching. Does helping always mean doing something for someone, or does it mean teaching him to do something for himself? How much of a teacher's job is to help others? How do teachers help students?

ACTIVITIES:

5.A.	Reach Out and Touch (MAN: YL and S)	5-3
5.B.	All We Need to Know (MAN: YL and S)	5-7
5.C.	What's Your Idea of the Ideal Teacher? (MAN: YL and S)	5-11
5.D.	Face to Face (MAN: YL and S)	5-16
5.E.	What's My Line? (MAN: YL; OPT: S)	5-22

5.F.	The Many Faces of Education (MAN: YL and S).....	5-28
5.G.	The Discovery Zone (MAN: YL and S).....	5-34
5.H.	The Shipwreck (MAN: YL and S)	5-40
5.I.	The Plan of Attack (MAN: YL and S).....	5-46
5.J.	Those Who Can, Teach (MAN: YL and S).....	5-51
5.K.	Pros and Cons (MAN: YL and S)	5-61

MODULE 6: I CAN MAKE DECISIONS

MODULE GOAL:

The purpose of this module is to provide the opportunity for students to explore making wise decisions in their personal lives now as well as in the future. They will have the opportunity to experience decision-making through a game format that will lead them through high school to the college scenarios of their choice.

ACTIVITIES:

6.A.	What Do You Value? (MAN: YL and S)	6-4
6.B.	Decisions, Decisions! (MAN: YL and S)	6-14
6.C.	Reality Check (MAN: YL and S)	6-24
6.D.	Responsible Decision Making (MAN: YL and S)	6-27

MODULE 7: I CAN PLAN FOR A SUCCESSFUL FUTURE

MODULE GOAL:

The purpose of this module is to provide the opportunity for students to explore what it means to set goals. Students will be encouraged to establish viable goals, including the goal of attending and graduating from college.

ACTIVITIES:

7.A.	What Is a Dream? (MAN: YL and S)	7-4
7.B.	I Have a Dream (MAN: YL and S)	7-15
7.C.	Risk Takers (MAN: YL and S)	7-24
7.D.	Set Some Goals (MAN: YL; OPT: S)	7-28
7.E.	Where Are You Going? (MAN: YL; Opt: S)	7-37
7.F.	College: The First Steps (MAN: YL and S)	7-46
7.G.	Important as A-B-C, but Not as Easy! (MAN: YL and S)	7-53
7.H.	Just Do It! (OPT: YL and S)	7-63
7.I.	Lights, Camera, FUTURE! (OPT: YL and S)	7-69
7.J.	Money Talks (OPT: YL and S)	7-76
7.K.	Putting Your Best Foot Forward (MAN: YL; OPT: S)	7-94

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**Scope and Sequence for the 10th Edition CERRA Teacher Cadet Curriculum Guide:
Teacher Cadets I (Junior Level) and II (Senior Level)**

<p align="center">Teacher Cadets I—Juniors Honors Level</p>	<p align="center">Teacher Cadets II—Seniors Dual Credit</p>
<p>Theme I: Experiencing Learning</p> <p>Unit 1: Awareness and Reflection</p> <ol style="list-style-type: none"> Through the Eyes of a Friend Me from All Angles Coat of Arms/Shield Full Pot, According to V. Satir Children’s Books on Self Esteem or Little People’s Literature The Self-Esteem Fraud Culminating Activity: Puppet Theater Self-Esteem Test <p>Unit 2: Styles and Needs</p> <ol style="list-style-type: none"> Preferred Processing Styles Gardner’s Multiple Intelligences Analytical and Global Learning Preferences Maslow’s Hierarchy of Needs <i>The Acorn People</i> Walking in Somebody Else’s Shoes Categories of Special Education (test on terms) Videos about Special Education and Barriers to Learning Focus on Seven Major Barriers to Learning Culminating Activity: Barriers Books <p><u>Insert here:</u> Bev McBride and/or Carol Hill’s Presentation on School Visits</p> <p>Unit 3: Growth and Development</p> <ol style="list-style-type: none"> Physical Development (background info.) Cognitive Development Moral Development Social Development The Importance of Language Culminating Activity: Cadet Preschool Model Play Day 	<p>Theme I: Experiencing Learning</p> <p>Unit 1: Awareness and Reflection</p> <ol style="list-style-type: none"> Quilt Squares Realizing My Powers (essay) Full Pot (additions) Culminating Activity: Big Book Project <p>Unit 2: Styles and Needs (review terms and test)</p> <ol style="list-style-type: none"> "A Wicket’s Wad” (review activity) Gathering Information about Special Education through Observations Learning Disabilities Portrayed in Video: <i>F.A.T. City</i> Fishbowl Labels English Language Learners Culminating Activity: Revision of Barriers Books <p>(Reminders about expectations for school visits)</p> <p>Unit 3: Growth and Development</p> <ol style="list-style-type: none"> Review terms (test) Observations of Children from Birth through Age Five Culminating Activity: Cadet Parent Booklet Cognitive Lab Experiment <i>The Hurried Child</i> Observations of Elementary-Aged Children Culminating Activity: Pre-Adolescent

<ol style="list-style-type: none"> 8. Trip to the Toy Store 9. Making Manipulatives 10. Observations of Elementary-Aged Children 11. Culminating Activity: Pre-Adolescent/Adolescent Literature 12. Observation of the Middle School Student (Kim Osborne—guest speaker?) 13. Observations in the High School (Beth Graham--guest speaker?) 14. Video: <i>Teens, What Makes Them Tick?</i> (Reflection essay) 	<p>/Adolescent Literature</p> <ol style="list-style-type: none"> 1. Observation of the Middle School Student 2. Reporting on <i>All Grown Up and No Place to Go</i> 3. Observations in the High School 4. Culminating Activity: Lifelines
<p><u>Theme II: Experiencing the Profession</u></p> <p>Unit 1: History and Trends</p> <ol style="list-style-type: none"> 1. Discovery of Educational Roots 2. Educational Philosophy 3. That Was Then—and Then—and Then 4. Changes in American Education 5. Integration: Separate by (Un)Equal (video) 6. Changing Our Comfort Zone 7. Culminating Activity: Educational Reform <p>Unit 2: Structure and Governance</p> <ol style="list-style-type: none"> 1. The Many Faces of Education (Sherri Helton/Jennifer Erleben—guest speakers) 2. Get with the Program 3. Governance of Schools (Mr. Vincent—guest speaker?) 4. In Another’s Shoes: A Shadowing Activity (Shadowing an Administrator/Guidance) 5. Reflection essay <p>Unit 3: Certification and Employment</p> <ol style="list-style-type: none"> 1. Teacher Shortages: Supply and Demand <p>Unit 4: Ethics and Professionalism</p> <ol style="list-style-type: none"> 1. The Teacher’s Bill of Rights 2. Teacher as Change Agent 3. Hero Advocates for Educators 	<p><u>Theme II: Experiencing the Profession</u></p> <p>Unit 1: History and Trends (Review and Revise Educational Philosophy)</p> <p>Unit 2: Structure and Governance</p> <ol style="list-style-type: none"> 1. The Local Scene (Observing at D.O.) 2. Making the Case—School Issues on Trial (TC Debate) 3. Culminating activity: School Perfection (White Bag) <p>Unit 3: Certification and Employment</p> <ol style="list-style-type: none"> 1. Making it Official: The Certification Process 2. Teacher Cadets for Hire! (Bev McBride/Carol Hill guest speakers) 3. Culminating Activity: “The Practicum” of the Certification Process (If possible, have a student teacher in to speak.) <p>Unit 4: Ethics and Professionalism (Review)</p> <ol style="list-style-type: none"> 1. The Teacher’s Bill of Rights 2. Teacher as Change Agent 3. Hero Advocates for Educators

<p><u>Theme III: Experiencing the Classroom</u></p> <p>Unit 1: Observation and Preparation</p> <ol style="list-style-type: none"> 1. Caught in the Act 2. Teachers: Yesterday and Today 3. An Overview of Methodology: Silent Graffiti 4. Groups: We Can Work It Out 5. Questioning Techniques: “Bloom-ing” through Questions 6. Lecture: More Than a Monologue 7. High Tech Teaching (Invite Elaine Gambrell, Jeannine Franco, or Jon Gaston) 8. A Game: “I Have...Who Has...?” for Terms Used in the Teacher Cadet Course 9. Another Game: Card Sort of Educational Terms 10. Reflection Essay 	<p><u>Theme III: Experiencing the Classroom</u></p> <p>Unit 1: Observation and Preparation</p> <ol style="list-style-type: none"> 1. Caught in the Act (continued) 2. The Good, the Bad, and OH MY! 3. An Overview of Methodology: Silent Graffiti (Review all techniques from TCI) 4. Assessment: How Do <i>You</i> Know <i>They</i> Know? 5. Brain-Based Learning 6. Establishing Classroom Procedures 7. Improving Classroom Management (Assistant Principal Guest Speaker) 8. Student-Created Lesson 9. Culminating Activity: Seven Gifts for Teachers That Will Last a Lifetime <p>Unit 2: Application and Instruction</p> <ol style="list-style-type: none"> 1. Field Experience
<p><u>Theme IV: Experiencing Education</u></p> <p>Unit 1: Analysis and Reflection</p> <ol style="list-style-type: none"> 1. Portfolio 2. End-of-Course Activities 	<p><u>Theme IV: Experiencing Education</u></p> <p>Unit 1: Analysis and Reflection</p> <ol style="list-style-type: none"> 1. Portfolio 2. End-of-Course Activities

**South Carolina's Teacher Cadet Curriculum
Experiencing Education, 10th Edition**

Standards Alignment Matrix

I. Experiencing Learning

SCTCC	NBPTS	ATE	INTASC
Awareness And Reflection:			
I.1.1 *Analyzing self as learners	Core Prop. 2, 4, 5	Standard 1, 3, 4	Principle 2, 9
I.1.2 *Evaluating self as individuals, learners, and community members	Core Prop. 2, 4, 5	Standard 1, 2, 4	Principle 3, 5, 6, 7, 9
I.1.3 *Examining and appreciating diversity	Core Prop. 1, 3	Standard 1, 2	Principle 3, 6, 7, 9
I.1.4 *Analyzing the role of self-esteem in learning	Core Prop. 1, 2, 3	Standard 1	Principle 1, 2, 5
Styles And Needs:			
I.2.1 *Evaluating different learning styles	Core Prop. 1, 2, 3, 4	Standard 1, 2, 3	Principle 1, 2, 3, 7
I.2.2 *Identifying special needs and exceptionalities of learners and the effects on the learning process	Core Prop. 1, 2, 3, 4, 5	Standard 1, 2, 3, 6	Principle 1, 2, 3, 5, 7
I.2.3 *Examining the physical, social, and personal challenges that impede learning	Core Prop. 1, 2, 3, 5	Standard 3, 9	Principle 1, 2, 3, 5, 7
Growth And Development:			
I.3.1 *Differentiating among the physical stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7

I.3.2 *Examining the cognitive stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
I.3.3 *Examining the moral stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
I.3.4 *Examining the psychosocial stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
I.3.5 *Examining the developmental changes of learners	Core Prop. 1, 2, 3, 4	Standard 1, 2	Principle 1, 2, 7

II. Experiencing the Profession

SCTCC	NBPTS	ATE	INTASC
History And Trends:			
II.1.1 *Tracing the history of education	Core Prop. 2, 4	Standard 3	Principle 1, 9
II.1.2 *Evaluating educational philosophies and issues	Core Prop. 4, 5	Standard 1, 3	Principle 1, 9
II.1.3 *Predicting future educational movements	Core Prop. 4, 5	Standard 8, 9	Principle 1, 9
Structure And Governance:			
II.2.1 *Comparing various types of schooling	Core Prop. 1	Standard 1	Principle 1, 2
II.2.2 *Examining the governance of local, state, and national educational systems	Core Prop. 5	Standard 1, 7	Principle 1, 9
Certification And Employment:			
II.3.1 *Exploring careers in education	Core Prop. 1, 2, 4, 5	Standard 8, 9	Principle 1
II.3.2 *Describing the process and structure of teacher	Core Prop. 1, 4, 5	Standard 8	Principle 1

certification			
II.3.3 *Identifying factors contributing to teacher shortages by subject and geographic areas	Core Prop. 5	Standard 8, 9	Principle 1
II.3.4 *Demonstrating effective job application and interview skills	Core Prop. 1, 2, 4, 5	Standard 1, 8	Principle 1
Ethics And Professionalism:			
II.4.1 *Analyzing the code of conduct for educators	Core Prop. 1, 5	Standard 1, 8	Principle 9
II.4.2 *Evaluating rights conferred upon teachers	Core Prop. 1, 4, 5	Standard 1, 8	Principle 9
II.4.3 *Exhibiting leadership as advocates and agents of change	Core Prop. 1, 4, 5	Standard 1, 2, 3, 4, 5, 7, 8, 9	Principle 9, 10
II.4.4 *Assessing the importance of service to community and civic responsibility	Core Prop. 1, 5	Standard 2, 3, 6, 7, 8, 9	Principle 1, 5, 9, 10
II.4.5 *Identifying the services of professional organizations	Core Prop. 5	Standard 1, 3, 4, 5, 6, 8	Principle 9, 10

III. Experiencing the Classroom

SCTCC	NBPTS	ATE	INTASC
Observation And Preparation:			
III.1.1 *Analyzing personal strengths and weaknesses as potential teachers	Core Prop. 4	Standard 1, 9	Principle 3, 9
III.1.2 *Evaluating appropriate instructional objectives based upon the developmental stages of learners	Core Prop. 2, 3, 4	Standard 1, 2	Principle 1, 2, 3, 4, 7, 8
III.1.3 *Distinguishing between	Core Prop. 1, 2, 3, 4	Standard 1	Principle 1, 2, 4, 5, 7

desirable and undesirable teaching strategies and traits			
III.1.4 *Analyzing the impact of a teacher's personality, disposition, and cultural competence on student learning and interactions	Core Prop. 1, 3, 4	Standard 1, 2	Principle 1, 2, 3, 4, 7
III.1.5 *Defending and applying effective teaching methodologies	Core Prop. 1, 2, 3, 4	Standard 1, 3, 9	Principle 1, 2, 3, 4, 6, 7
III.1.6 *Evaluating components of effective classroom climate, management, and discipline	Core Prop. 1, 3	Standard 1	Principle 1, 2, 5, 6, 7
III.1.7 *Incorporating various technologies in planning for instruction	Core Prop. 1, 2, 3, 4	Standard 1, 9	Principle 1, 2, 3, 4, 6, 7
III.1.8 *Evaluating various assessment techniques	Core Prop. 3	Standard 1, 9	Principle 1, 2, 4, 7, 8
III.1.9 *Designing and delivering an effective lesson (for instructor and peer feedback) that differentiates instruction to accommodate all learners	Core Prop. 2, 3	Standard 1	Principle 1, 2, 3, 4, 6, 7
Application And Instruction: The Internship With a Cooperating Teacher			
III.2.1 *Implementing developmentally appropriate learning activities for all learners	Core Prop. 1, 2, 3, 4	Standard 1, 6, 9	Principle 1, 2, 3, 4, 5, 7
III.2.2 *Accommodating physical, social, and personal challenges that impede learning	Core Prop. 1, 2, 3, 5	Standard 1, 2, 6	Principle 1, 2, 3, 4, 7
III.2.3 *Applying knowledge of learning styles, multiple intelligences, Bloom's taxonomy, brain-based strategies, and classroom management to instruction and assessment	Core Prop. 1, 2, 3, 4	Standard 1, 6	Principle 1, 2, 3, 4, 7, 8

III.2.4 *Designing and delivering an effective lesson in a classroom setting that differentiates instruction to accommodate all learners	Core Prop. 1, 2, 3	Standard 1, 2, 6	Principle 1, 2, 3, 4, 5, 6, 7

IV. Experiencing Education

SCTCC	NBPTS	ATE	INTASC
Awareness And Reflection:			
IV.1.1 *Evaluating the positive and negative aspects of the teaching profession	Core Prop. 4	Standard 1, 8	Principle 1, 9
IV.1.2 *Describing, analyzing, and thinking systematically about the practice of teaching	Core Prop. 4, 5	Standard 1, 4, 9	Principle 1, 3, 4, 6, 7, 9
IV.1.3 *Developing a personal philosophy of education	Core Prop. 4	Standard 3	Principle 9
IV.1.4 *Submitting requested data for program development and evaluation	Core Prop. ***	Standard ***	Principle ***

~Legend~

SCTCC: South Carolina Teacher Cadet Curriculum
 NBPTS: National Board for Professional Teaching Standards
 ATE: Association of Teacher Educators
 INTASC: Interstate New Teacher Assessment and Support Consortium
 ***: Not Applicable



The ABC's of the Teacher Cadet Interactive Technology Hub

Experiencing Education, the curriculum developed by the Center for Educator Recruitment, Retention, and Advancement (CERRA), has long been a national model for homegrown teacher recruitment. The curriculum, which provides the structure for the Teacher Cadet Program, has been revamped, and the 10th edition was unveiled during the summer of 2010 after being redeveloped by a team of Teacher Cadet instructors from across South Carolina.

Launched simultaneously with the 10th Edition of the Teacher Cadet Curriculum, the Teacher Cadet Interactive Technology Hub will serve the needs of Teacher Cadet instructors and students in South Carolina, other states and abroad, who adopt South Carolina's national recruitment model for the teaching profession.

The interactive technology hub provides equitable access to information and resources such as a mélange of educational strategies and best practices, demonstration lessons, “how to” educational videos, recruitment efficacy data, current education research and trends, and technology mediums and interfaces that will allow for communication and collaboration among students and teachers across the United States. It is this innovative, cutting edge educational tool that not only supplements the curriculum, but is also the first of its kind in the nation that is commonly utilized and shared among pre-collegiate teacher preparation programs and organizations with national and international audiences.

Content:

Blogs (Educational)	Overview of the TC Program	Sample student-created lessons
Information Re: trainings, the curriculum, etc.	Partnership organizations & contact information (i.e. F.E.A., Rolling Readers, Awareness: Keys to Friendship)	Sample video lessons
List of college partners & contact information; link to their web pages	Photo gallery of Cadets in action	State adoption list & contact information via an interactive state map
List of participating schools & contact information; link to their web pages	Podcasts (various topics)	Video-streaming capabilities
Message board or other technology media for teacher and student use	Sample extended lesson plans	Work with charitable organizations & groups (service projects)

Resources:

Data on teacher trends	ETV Streamline link/access	Scholarly articles & white papers related to education
Electronic access to the curriculum	“How to become a teacher” electronic brochure	Toolkits of strategies and current best practices



**PACING GUIDE FOR TEACHER CADETS
DUAL CREDIT COURSE
FORT MILL HIGH SCHOOL
WINTHROP UNIVERSITY**

Based on the textbook:
Experiencing Education, Tenth Edition
Published 2010
Developed by CERRA

Anne Ledford, Curriculum Trainer & Instructor

1 Discuss syllabus Gather info for Winthrop HW: Through the Eyes of a Friend	2 Through the Eyes of a Friend I.1.3 PR: Through the Eyes of a Friend	3 Video- <i>Classrooms of the Heart</i> I.1.3, I.1.4 PR: <i>Classrooms of the Heart</i>	4 Learning Styles Analytical and Global Thinking I.2.1	5 Multiple Intelligences Maslow's Hierarchy of Needs I.2.1 I.2.2
6 CERRA info & online info Quilt Squares IV.1.4 I.1.1, I.1.2	7 Human Growth and Development I.1.2, I.2.3 I.3.1, I.3.2, I.3.3 I.3.4, I.3.5, III.1.5	8 Human Growth and Development I.1.2, I.2.3 I.3.1, I.3.2, I.3.3 I.3.4, I.3.5, III.1.5	9 Human Growth and Development I.1.2, I.2.3 I.3.1, I.3.2, I.3.3 I.3.4, I.3.5, III.1.5	10 Human Growth and Development I.1.2, I.2.3 I.3.1, I.3.2, I.3.3 I.3.4, I.3.5, III.1.5
11 Test on Human Growth and Development Watch <i>The Wonder years</i> I.1.2, I.2.3 I.3.1, I.3.2, I.3.3 I.3.4, I.3.5, III.1.5	12 Visit elementary school library Learn to read to groups of children I.1.4	13 Read children's literature to puppet group I.1.4 PR: Visit to media center and reading books	14 Make puppets I.1.3, I.1.4	15 Make puppets I.1.3, I.1.4
16 Make puppets, scripts, backdrops, etc I.1.3, I.1.4	17 Practice puppet shows I.1.3, I.1.4	18 Perform puppet shows I.1.3, I.1.4 PR: Puppets	19 Pots of Self Esteem I.1.4 PR: Pots of Self Esteem	20 Self Esteem Fraud I.1.4
21 Realizing My Powers I.1.1, I.1.2 Make booklet	22 Categories of Special Education I.2.2, I.2.3, I.1.3	23 <i>F.A.T. City</i> Video I.2.2 PR: F.A.T. City	24 Visit from college partner	25 Discuss Children 0 – 6 I.3.5 Talk about pre-schools

26 Observing Play I.3.2, I.3.4	27 Play Day I.3.2, I.3.4 PR: Play Day	28 Observe pre-school I.3.1, I.3.2 PR:Observation form	29 Discuss pre-school observation I.3.1, I.3.2 Select Barriers	30 Research Barriers in Media Center I.1.3, I.2.3
31 Research Barriers in computer lab I.1.3, I.2.3 Turn in handout for class	32 Watch <i>Conrack</i> II.1.2	33 Finish and discuss <i>Conrack</i> Separate, but Unequal II.1.2 PR: <i>Conrack</i>	34 Watch <i>Corridor of Shame</i> II.1.2 PR: <i>Corridor of Shame</i>	35 <i>The Hurried Child</i> I.1.4, I.2.3, I.3.5 PR: <i>The Hurried Child</i>
36 Elementary School Observation I.3.1, I.3.2, I.3.3, I.3.4, I.3.5 PR:Observation form	37 Elementary School Observation I.3.1, I.3.2, I.3.3, I.3.4, I.3.5 PR:Observation form	38 Discuss elementary school observation I.3.1, I.3.2, I.3.3, I.3.4, I.3.5	39 Watch <i>Teens What Makes Them Tick</i> I.1.4, I.2.3, I.3.5 PR: <i>Teens What Makes ...</i>	40 Discuss <i>All Grown Up</i> I.1.4, I.2.3, I.3.5 Preschool Due
41 Middle School Observation I.3.1, I.3.2, I.3.3, I.3.4, I.3.5 PR:Observation form	42 Discuss middle school observation I.3.1, I.3.2, I.3.3, I.3.4, I.3.5	43 Present Barriers I.1.3, I.2.3	44 Present Barriers I.1.3, I.2.3	45 Present Barriers I.1.3, I.2.3
46 Discovering Educational Roots II.1.1	47 Discovering Educational Roots II.1.1	48 Educational Philosophy II.1.1, II.1.2, IV.1.3	49 Changes in Amer. Education II.1.1 That was then - II.1.1, II.1.2	50 That was then - II.1.1, II.1.2 Changing Our Comfort Zone I.1.1, I.1.2, II.1.2

51 The Many Faces of Education II.2.1	52 Governance of Schools II.2.2	53 In Another's Shoes II.2.2, II.3.1 PR: In Another's Shoes	54 Discuss in Another's Shoes II.2.2, II.3.1 School Perfection II.1.2	55 The Teacher's Bill of Rights II.4.1, II.4.2 Teachers as Change Agent II.4.3, II.4.4 Give Seven Gifts handout
56 Teachers as Change Agent II.4.3, II.4.4 Hero Advocates II.4.5	57 The Good, the Bad, and OH MY! III.1.3, III.1.4 Discuss Seven Gifts III.1.1, III.1.3, III.1.4	58 Silent Graffiti III.1.5 Groups III.1.5, III.1.6	59 Lecture III.1.5 Questioning Techniques: Bloom III.1.5, III.1.6	60 High Tech III.1.7 Games III.1.5 Make Packets for field experience
61 Assessment III.1.8 Classroom Procedures III.1.1, III.1.6	62 Brain Based Learning III.1.5, III.1.6	63 Improving Classroom Management III.1.6, III.2.1, III.2.2	64 Student Created Lessons I.2.2, III.1.2, III.2.1, III.2.2, III.2.5, IV.1.2	65 Student Created Lessons I.2.2, III.1.2, III.2.1, III.2.2, III.2.5, IV.1.2
66 Student Created Lessons I.2.2, III.1.2, III.2.1, III.2.2, III.2.5, IV.1.2	67 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3	68 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3	69 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3	70 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3
71 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3	72 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3	73 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3	74 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3	75 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3

76 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3	77 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3	78 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3	79 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3	80 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3
81 Field Experience III.1.2, III.2.1, III.2.2, III.2.3, III.2.4, III.2.5, IV.1.1, IV.1.2, IV.1.3	82 Making It Official Teacher Shortages II.3.2, II.3.3	83 <i>Dead Poet Society</i> II.2.1, III.1.3, III.1.4	84 <i>Dead Poet Society</i> II.2.1, III.1.3, III.1.4 PR: Compare and contrast essay with <i>To Sir With Love</i>	85 Teacher Cadets for Hire II.3.4
86 <i>To Sir With Love</i> II.2.1, III.1.3, III.1.4	87 <i>To Sir With Love</i> II.2.1, III.1.3, III.1.4 PR: Compare and contrast essay with <i>Dead Poet Society</i>	88 End of Course Activity IV.1.4	89 Exam Day	90 Exam Day

Additional lessons covered in mini-projects, ongoing.

<i>The Acorn People</i>	I.2.2, I.2.3, I.1.3
A Trip to the Toy Store	I.3.5
Cognitive Lab Experiment	I.3.2, I.3.5
Making Manipulatives	I.3.5
What is a Parent to Do?	I.2.3, I. 3.5
Pre-Adolescent/Adolescent Literature	I.1.2, I.2.2, I.2.3, I.3.5
<i>All Grown Up and No Place to Go</i>	I.1.4, I.2.3, I.3.5
Being a Teacher Hollywood Style	II.2.1, III.1.3, III.1.4
Caught in the Act	III.1.3, III.1.4

Teacher Cadet Scope & Sequence / Pacing Guide

DRAFT

Week:	Class:	Teacher Cadet Activities:	Teacher Cadet Standards:
1	1	<ul style="list-style-type: none"> • TC Course Overview • Forms <p><u>Theme 1: Experiencing Learning, Unit 1: Awareness and Reflection</u></p> <ul style="list-style-type: none"> • <u>Introduction to unit 1 Culminating Activity 1:</u> “Realizing My Powers” (essay due in 4 days) • Homework: “Through the Eyes of a Friend” – poster or paper 	Identifies own strengths and areas for improvement as learners (TC I.1.1) Evaluates attributes as individuals, learners, and community members (TC I.1.2) Works cooperatively with others (TC I.1.3) Understands the factors contributing to self-esteem (TC I.1.4) Understands the role of self-esteem in learning (TC I.1.5) Recognizes the values and contributions of diverse populations (TC I.1.6)
	2	<ul style="list-style-type: none"> • Share “Through the Eyes..”, Poster/paper • Complete “Me from all Angles” poster activity (i.-1-4,5) OR introduce Coat of Arms/Shield, or quilt square activities (i-1-7,8). Complete coat of arms/shield/quilt square. • Share coat of arms/shield/quilt to class – summarize activity by sharing 1-2 insights revealed through the experience. Display on classroom walls/bulletin board. 	Identifies own strengths and areas for improvement as learners (TC I.1.1) Evaluates attributes as individuals, learners, and community members (TC I.1.2) Works cooperatively with others (TC I.1.3) Understands the factors contributing to self-esteem (TC I.1.4) Understands the role of self-esteem in learning (TC I.1.5) Recognizes the values and contributions of diverse populations (TC I.1.6)
	3	<ul style="list-style-type: none"> • <u>Unit 1 Culminating Activity 2:</u> Introduction to Puppet Show OR, Big Book OR Play • Group Selection, group planning (pages 1-1-13-17) due in 5 school days • Homework: Brown Bag/Scavenger Hunt. Prepare 5 minute presentation page (i-1-11) 	Identifies own strengths and areas for improvement as learners (TC I.1.1) Evaluates attributes as individuals, learners, and community members (TC I.1.2) Works cooperatively with others (TC I.1.3) Understands the factors contributing to self-esteem (TC I.1.4) Understands the role of self-esteem in learning (TC I.1.5) Recognizes the values and contributions of diverse populations (TC I.1.6)

2	4	<ul style="list-style-type: none"> • Brown Bag / Scavenger Hunt Presentations • Homework: Work on big book/puppet show/play 	<p>Works cooperatively with others (TC I.1.3) Understands the factors contributing to self-esteem (TC I.1.4) Understands the role of self-esteem in learning (TC I.1.5)</p>
	5	<ul style="list-style-type: none"> • Finish Brown Bag / Scavenger Hunt Presentations • Groups work on show/books • Homework: Realizing My Power Essay (pg. i-1-2) due! 	<p>Works cooperatively with others (TC I.1.3) Understands the factors contributing to self-esteem (TC I.1.4) Understands the role of self-esteem in learning (TC I.1.5)</p>
	6	<ul style="list-style-type: none"> • Read: Self Worth and a Full Pot, prepare self esteem pots (i-1-18, 19, 20). • Homework: Select a children’s book that addresses self esteem and bring to next class & read “Self Esteem Fraud”, complete questions (pg. i-1-28 to 31). 	<p>Works cooperatively with others (TC I.1.3) Understands the factors contributing to self-esteem (TC I.1.4) Understands the role of self-esteem in learning (TC I.1.5)</p>
3	7	<ul style="list-style-type: none"> • Students Read self esteem children’s books to the class. • Discuss “Self Esteem Fraud” article and question answers as a class. • Homework: Complete Puppet Show or Big Book 	<p>Understands the factors contributing to self-esteem (TC I.1.4) Understands the role of self-esteem in learning (TC I.1.5)</p>
	8	<ul style="list-style-type: none"> • Begin Puppet Show & Big Book Presentations • Homework: Take home 50 minute self esteem test 	<p>Understands the factors contributing to self-esteem (TC I.1.4) Understands the role of self-esteem in learning (TC I.1.5)</p>
	9	<ul style="list-style-type: none"> • Finish Big Book or Puppet Show presentations 	<p>Understands the factors contributing to self-esteem (TC I.1.4) Understands the role of self-esteem in learning (TC I.1.5)</p>
4	10	<p><u>Theme 1 Unit 2 – Styles and Needs</u></p> <ul style="list-style-type: none"> • Complete “Learning Style Questionnaire”, “Learning Style Grid” and “Learning Pyramid: Average Retention” (i-2-1, 2, 3, 4,5). • Introduce Multiple Intelligence theory. • Complete Multiple Intelligence Inventory (pg. i-2-7, 8, 9, 10) and/or Analytical & Global Learning Preferences. • Class discuss on analytical and global learners and multiple intelligences. 	<p>Identifies and evaluates different learning styles (TC I.2.1) Identifies the special needs and exceptionalities of learners and describes how these needs affect the learning process (TC I.2.2) Identifies major physical, social, and personal challenges that can impede successful learning (TC I.2.3) Encourages acceptance of diverse cultures, values, backgrounds and exceptionalities (TC I.2.4) Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages</p>

		<ul style="list-style-type: none"> • Homework: Write a reflective paper highlighting what they learned about themselves and others in relation to how they learn. 	of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)
	11	<ul style="list-style-type: none"> • Introduction to Maslow’s Hierarchy of Needs (i-2-14). • Activity: students write a journal in which they discuss how teachers can create classrooms meeting all of their students needs. • <u>Introduce Unit 2 Culminating Activity: Barrier Book Assignment, handout assignment and PQP Method handout for Peer Evaluations of Books (i-2-16-19) OR Introduce 7 Major barriers to Learning activity (i-2-39-69).</u> Hand out information packets, assign barriers to groups. • As a class, create a list of “barriers” to learning and special education learners. Differentiate between learning disabilities and personal barriers. 	Identifies and evaluates different learning styles (TC I.2.1) Identifies the special needs and exceptionalities of learners and describes how these needs affect the learning process (TC I.2.2) Encourages acceptance of diverse cultures, values, backgrounds and exceptionalities (TC I.2.4)
	12	<ul style="list-style-type: none"> • Activity/intro: Going to Jerusalem or play Mad Gab or a Wicket’s Wad to highlight the frustration children with disabilities feel when they do not understand the learning process. • Guest Speaker: school special education teacher, ancillary special education person. • Optional Book assignment: <i>The Acorn People</i> by Ron Jones. 	Identifies the special needs and exceptionalities of learners and describes how these needs affect the learning process (TC I.2.2) Identifies major physical, social, and personal challenges that can impede successful learning (TC I.2.3) Encourages acceptance of diverse cultures, values, backgrounds and exceptionalities (TC I.2.4)
5	13	<ul style="list-style-type: none"> • Activity: Fishbowl Labels (i-2-38). • Activity: Special Education Category & case studies matching, case studies (i-2-24). • Discuss Special Education observation rules, procedures and guidelines. 	Identifies the special needs and exceptionalities of learners and describes how these needs affect the learning process (TC I.2.2) Identifies major physical, social, and personal challenges that can impede successful learning (TC I.2.3) Encourages acceptance of diverse cultures, values, backgrounds and exceptionalities (TC I.2.4)
	14	<ul style="list-style-type: none"> • OBSERVATION: Special Education (can be done in high school or local elementary school). Students 	Identifies the special needs and exceptionalities of learners and describes how these needs affect the

		complete observation form.	learning process (TC I.2.2) Identifies major physical, social, and personal challenges that can impede successful learning (TC I.2.3) Encourages acceptance of diverse cultures, values, backgrounds and exceptionalities (TC I.2.4)
	15	<ul style="list-style-type: none"> • Debriefing from observation. • Video: F.A.T. City, complete video guide (i-2-34). 	Identifies the special needs and exceptionalities of learners and describes how these needs affect the learning process (TC I.2.2) Identifies major physical, social, and personal challenges that can impede successful learning (TC I.2.3) Encourages acceptance of diverse cultures, values, backgrounds and exceptionalities (TC I.2.4)
6	16	<ul style="list-style-type: none"> • Finish F.A.T. City, discuss findings for video guide. • Begin culminating activity presentations. 	Identifies the special needs and exceptionalities of learners and describes how these needs affect the learning process (TC I.2.2) Identifies major physical, social, and personal challenges that can impede successful learning (TC I.2.3) Encourages acceptance of diverse cultures, values, backgrounds and exceptionalities (TC I.2.4)
	17	<ul style="list-style-type: none"> • Finish culminating activity presentations. • Introduce English Language Learners (i-2-53), handout ELL Basics – questions OR watch <i>Frontline: a Class Divided</i>. 	Identifies the special needs and exceptionalities of learners and describes how these needs affect the learning process (TC I.2.2) Identifies major physical, social, and personal challenges that can impede successful learning (TC I.2.3) Encourages acceptance of diverse cultures, values, backgrounds and exceptionalities (TC I.2.4)
	18	<ul style="list-style-type: none"> • Guest Speaker: Bilingual Coordinator 	Identifies the special needs and exceptionalities of learners and describes how these needs affect the learning process (TC I.2.2) Identifies major physical, social, and personal challenges that can impede successful learning (TC I.2.3) Encourages acceptance of diverse cultures, values, backgrounds and exceptionalities (TC I.2.4)
7	19	<p><u>Theme 1 Unit 3: Growth and Development</u></p> <ul style="list-style-type: none"> • <u>Introduce Unit 3 Culminating Activity 1: Lifelines</u> (i-3-1). 30 minutes... • Begin Physical Development (i-3-2). Handout Physical Development informational sheet. 	Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of

		<ul style="list-style-type: none"> • Homework: My Physical Growth OR Picture Cube. 	<p>learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
	20	<ul style="list-style-type: none"> • Begin Cognitive Development (i-3-7). Students participate in a role play demonstrating various levels of cognitive development. • Distribute “Cognitive Development According to Piaget” & discuss. • Optional Video: Cognitive Development. • Optional Mini Project: Cognitive Lab Experiment (i-3-49-51). 	<p>Recognizes and recalls the cognitive stages of learners (TC I.3.2) Understands the developmental changes in learners (TC I.3.5)</p>
	21 (May coincide with fall break)	<ul style="list-style-type: none"> • Share/Present My Physical Growth results in a small group or Present Picture Cube assignment to the class. 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Understands the developmental changes in learners (TC I.3.5)</p>
8	22	<ul style="list-style-type: none"> • Moral Development introduction. • Have students participate in a Values Auction (i-3-16, 17). • Distribute “Kohlberg’s Theory of Moral Development”, discuss implications of moral development in the classroom. • Activity or homework: Scenarios Regarding Moral Development (i-3-20-23). 	<p>Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Understands the developmental changes in learners (TC I.3.5)</p>
	23	<ul style="list-style-type: none"> • Social Development introduction. • Handout: Erikson: Timeline Task”, have students guess the order of Erikson’s stages. Teacher shares correct order and begin discussion on content. • Video: Everyone Rides the Carousel • Language Development introduction activity: without communicating, build assigned structure with materials provided in partners. Discuss the challenge of not being able to communicate (i-3-27). • Distribute: Social Cognitive Development: Lev 	<p>Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>

		Vygotsky and lead class discussion.	
	24	<ul style="list-style-type: none"> • Culminating Activity 1 due. Hang finished projects in class, have students peer assess using rubric. • Begin Introduction of Unit 3 Culminating Activity 2: Cadet Preschool Model OR Cadet Preschool Booklet. 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
9	25	<ul style="list-style-type: none"> • <u>Introduce Unit 3 Culminating Activity 2: Cadet Preschool Model OR Cadet Preschool Booklet.</u> Handout “Cadet Preschool Assignment”, “What to Look for in a Preschool” and “Stages of Development from Birth to 6” (i-3-30-34). • Begin selecting groups. • Introduce Preschool Observation, handout observation guide (i-3-35). 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
	26	<ul style="list-style-type: none"> • OBSERVATION: Children from Birth to Age 5 - Preschool 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
	27	<ul style="list-style-type: none"> • Observation debriefing. • Observing Play lesson (i-3-38,39). • Optional: have students participate in another observation looking at Preschool Play. • Video: Power of Play 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
10	28	<ul style="list-style-type: none"> • Play Day (i-3-43). Students will write a journal explaining what he/she learned through play. Discuss how this can be incorporated into their Preschool 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages</p>

		<p>Models or Booklets.</p> <ul style="list-style-type: none"> Optional Mini Project: Toy Store activity (i-3-44, 45) OR Making Manipulatives (i-3-47, 48). 	<p>of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
	29	<ul style="list-style-type: none"> Presentations of Preschool Model or Preschool Booklets. 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
	30	<ul style="list-style-type: none"> Presentations of Preschool Model or Preschool Booklets. 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
11	31	<ul style="list-style-type: none"> <u>Introduction of Unit 1 Culminating 3: “What’s a Parent to do?”</u> (i-3-52-54). Handout “Parenting Elementary Aged Children”. Introduce Elementary Observation Grades K-3 guidelines, handout observation guide (i-3-60-62). 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
	32	<ul style="list-style-type: none"> OBSERVATION: Elementary Education – Grades K-3 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
	33	<ul style="list-style-type: none"> Debriefing of observation. Introduce <i>The Hurried Child</i>, by Dr. David Elkind (i-3- 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2)</p>

		<p>55-59) Jigsaw activity. Assign chapters to groups.</p> <ul style="list-style-type: none"> • Homework: Read assigned chapter and complete chapter summary. 	<p>Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
12	34	<ul style="list-style-type: none"> • <i>The Hurried Child</i> jigsaw activity. Present findings to class from each chapter, class discussion. • Optional test: <i>The Hurried Child</i> • Handout observation guide for second Elementary observation of grades 4, 5. 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
	35	<ul style="list-style-type: none"> • OBSERVATION: Elementary Education, Grades 4, 5. 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
	36	<ul style="list-style-type: none"> • Debriefing of observation. • <u>Introduction of Unit 1 Culminating Activity 4/Final Exam</u>: Pre-Adolescent and Adolescent Literature. Banned Books. • Introduce Middle School Observation, handout observation guide (i-3-69, 70). 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
13	37	<ul style="list-style-type: none"> • OBSERVATION: Middle School 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
	38	<ul style="list-style-type: none"> • Guest Speaker: School librarian/media specialist, discuss “challenged” vs. “banned” books. 	<p>Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners</p>

		<ul style="list-style-type: none"> • Handout: “Suggested Short Stories about Adolescents” and “Suggested Novels about Adolescents”. • Students sign up for the story or novel they will read. 	(TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)
	39	<ul style="list-style-type: none"> • Video on a banned book: Holes 	Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)
14	40	<ul style="list-style-type: none"> • THANKSGIVING WEEK 	
	41	<ul style="list-style-type: none"> • Finish banned book video: Holes 	Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)
	42	<ul style="list-style-type: none"> • THANKSGIVING WEEK 	
15	43	<ul style="list-style-type: none"> • Introduce <i>All Grown Up and No Place to Go</i>, by Dr. David Elkind (i-3-71, 72) Jigsaw activity. Assign chapters to groups. • Groups read assigned chapter and complete chapter summary. • Introduce High School Observation, hand out observation guide (i-3-73, 74). 	Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)
	44	<ul style="list-style-type: none"> • OBSERVATION: High School 	Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of

			learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)
	45	<ul style="list-style-type: none"> • Debriefing of observation. • Presentation of chapter summaries. • Optional Guest Speaker: School or Private Guidance Counselor to discuss issues teens face impacting • Optional Videos: Adolescent Development from Psychology OR Adolescence: Cognitive/Moral Development. 	Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)
16	46	<ul style="list-style-type: none"> • Introduce “Proactive Parents of Troubled Teens” activity (i-3-75-79). Have students participate in mock wedding, have a child, and receive their packet of “problems/opportunities”. • Handout: “Troubled Teen Worksheet. “Couples” work together to decide solutions to proposed problems/opportunities (seeks resources from school guidance counseling department and/or use old yellow pages from the phone book to help students). 	Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)
	47	<ul style="list-style-type: none"> • VIDEO: “Teens, What Makes them Tick?” complete video guide, engage in class discussion. 	Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)
	48	<ul style="list-style-type: none"> • Finish discussion from video. • Discuss Unit 1 Culminating Activity 4/Final Exam presentation guidelines for Pre-Adolescent and Adolescent Literature. 	Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners (TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)
17	49	<ul style="list-style-type: none"> • Discuss final exam presentations OR begin final 	Sequences the physical stages of learners (TC I.3.1) Recognizes and recalls the cognitive stages of learners

FINALS		<p>presentations. Continue presentations during final exam day.</p> <ul style="list-style-type: none"> • SEMESTER 2 PREPARATION: Encourage students to begin thinking about field placement & review Field Experience Guidelines (iii-2-5). 	<p>(TC I.3.2) Recognizes and distinguishes between the moral stages of learners (TC I.3.3) Sequences the steps in the psychosocial stages of learners (TC I.3.4) Understands the developmental changes in learners (TC I.3.5)</p>
		<p>TEACHER CADET SEMESTER 2</p>	
1	1	<p><u>Theme 3: Experiencing the Classroom, Unit 1: Observation & Preparation</u></p> <ul style="list-style-type: none"> • <u>Introduce Theme 3 Unit 1 Culminating Activity:</u> “Seven Gifts for Teachers that will Last a Lifetime” • <u>Read article:</u> “Seven Gifts for Teachers that will Last a Lifetime” & discuss as a class (iii-1-2,3) • Discuss expectations for writing a letter to a teacher. • Introduce “Caught in the Act” recognition certificates (iii-1-10). • “The Good, The Bad and Oh My!” (iii-1-11) activity. Discuss what makes a good and effective teacher. 	<p>Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A) Chooses appropriate instructional objectives after analysis of developmental stages of learners (TC III.1.2) Describe and analyze characteristics of outstanding teachers (TC III.1.3) Analyzes ways in which a teacher’s personality impacts instructional style and interaction (TC III.1.4)</p>
	2	<ul style="list-style-type: none"> • Introduce “Teachers: Yesterday and Today”. Read “Rules of Conduct for Teachers of 1872 and 1915”, “Profile of the Average American Teacher Today”, (iii-1-14,15) highlight the need for more male and minority teachers. • 4 Corners activity: “Where do You Stand Professionally?” (iii-1-16,17). 	<p>Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A) Identifies positive and negative perceptions of the teaching profession (TC II.1.4)</p>
	3	<ul style="list-style-type: none"> • Introduce “An Overview of Methodology: Silent Graffiti” (iii-1-18-19). Discuss teaching methods and techniques that are effective and ineffective. • Discuss how to use groups effectively. Handout “Overview of Cooperative Learning Structures” (iii-1-21,22). 	<p>Recognizes effective teaching strategies (TC III.1.5) Identifies elements of an effective lesson for all learners (TC III.1.6)</p>

2	4	<ul style="list-style-type: none"> • Questioning Techniques: “Bloom-ing” Through Questions (iii-1-23-28). Discuss the story of Cinderella using Bloom’s Taxonomy • “More than a Monologue”. Discuss the pro’s and con’s of lecture, handout “Tips for Effective Lectures” (iii-1-29-30). • Introduce the idea of using technology to enhance learning. Brainstorm different technologies and discuss the pro’s/con’s of each. 	<p>Recognizes effective teaching strategies (TC III.1.5) Identifies elements of an effective lesson for all learners (TC III.1.6)</p>
	5	<ul style="list-style-type: none"> • “High Tech Teaching” index card activity (iii-1-31-33). • Homework: Assign students to complete a website evaluation (iii-1-32,33). 	<p>Recognizes effective teaching strategies (TC III.1.5) Describes effective use of technology in the classroom (TC III.1.9)</p>
	6	<ul style="list-style-type: none"> • “Assessment: How do You Know They Know?”, handout “The Purpose of Assessment”, divide class into 6 groups assigning each group a question to discuss and share with the class. 	<p>Identifies different assessment techniques (TC III.1.10)</p>
3	7	<ul style="list-style-type: none"> • “Brain Based Learning” activities (iii-1-59-68) • Handout Field Experience Preference for Placement Form (teachers manual) in preparation for field experience, handout and review “Guidelines for Cooperating Teacher” letter, “Contact Sheet from TC to Cooperating Teacher” letter. 	<p>Recognizes effective teaching strategies (TC III.1.5) Identifies elements of an effective lesson for all learners (TC III.1.6) Identifies components of effective classroom climate, management, and discipline (TC III.1.8)</p>
	8	<ul style="list-style-type: none"> • Introduction to establishing classroom routines. Have students participate in role plays demonstrating the importance of routines and strategies in the classroom (iii-1-69-71). • “Improving Classroom Management”. Have students participate in the “What’s behind the behavior?” activity/scenarios, decided the reasons for the behavior and ways to address the behavior (iii-1-77-88). 	<p>Identifies components of effective classroom climate, management, and discipline (TC III.1.8)</p>
	9	<ul style="list-style-type: none"> • “Student Created Lesson”. Introduce students to writing lesson plans. Handout “Lesson Plan Format”, 	<p>Plans and delivers a lesson for all learners (TC III.1.7) Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A)</p>

		“Lesson Plan Format Description” (iii-1-72-76).	
4	10	<ul style="list-style-type: none"> • Introduce MAY, SAY, FLAY lessons. Assign students or allow them to choose a lesson to teach to their peers. Instruct the class to use the PQP Method after watching each lesson. • MAY, SAY, FLAY lessons – work time 	Plans and delivers a lesson for all learners (TC III.1.7) Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A)
	11	<ul style="list-style-type: none"> • Field Placement Preparation • Cadets assemble folder to give to cooperating teacher with necessary forms. 	Plans and delivers a lesson for all learners (TC III.1.7) Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A)
	12	<ul style="list-style-type: none"> • 	Plans and delivers a lesson for all learners (TC III.1.7) Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A)
5	13	<ul style="list-style-type: none"> • INTERNSHIP 	Provides developmentally appropriate learning activities for groups and individual learners (TC III.2.2) Accommodates major physical, social, and personal challenges that impede successful learning (TC III.2.3) Applies knowledge of learning styles, multiple intelligences, and Bloom’s Taxonomy to instruction and assessment (TC III.2.4) Plans and delivers a lesson for all learners (TC III.2.5) Participates in teaching in a real classroom TC III.2.6) Documents field experience activities with a collection of artifacts and written narratives (TC III.2.7) Critiques his/her own teaching of at least one lesson from FLAY (Foreign Language and Youth), MAY (Math and Youth), SAY (Science and Youth) (TC III.3.1) Describes, analyzes, and reflects on his/her field experiences (TC III.3.2)
	14	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	15	<ul style="list-style-type: none"> • Cadets turn in Weekly Summary Sheet (iii-2-11) & typed journal. • MAY, SAY, FLAY lessons – presentations 	Plans and delivers a lesson for all learners (TC III.1.7) Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A)
6	16	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	17	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)

	18	<ul style="list-style-type: none"> • Cadets turn in Weekly Summary Sheet (iii-2-11) & typed journal. • MAY, SAY, FLAY lessons – presentations 	Plans and delivers a lesson for all learners (TC III.1.7) Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A)
7	19	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	20	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	21	<ul style="list-style-type: none"> • Cadets turn in Weekly Summary Sheet (iii-2-11) & typed journal. • MAY, SAY, FLAY lessons – presentations 	Plans and delivers a lesson for all learners (TC III.1.7) Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A)
8	22	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	23	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	24	<ul style="list-style-type: none"> • Cadets turn in Weekly Summary Sheet (iii-2-11) & typed journal. • MAY, SAY, FLAY lessons – presentations 	Plans and delivers a lesson for all learners (TC III.1.7) Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A)
9	25	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	26	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	27	<ul style="list-style-type: none"> • Cadets turn in Weekly Summary Sheet (iii-2-11) & typed journal. • MAY, SAY, FLAY lessons – presentations 	Plans and delivers a lesson for all learners (TC III.1.7) Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A)
10	28	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	29	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	30	<ul style="list-style-type: none"> • Cadets turn in Weekly Summary Sheet (iii-2-11) & typed journal. • MAY, SAY, FLAY lessons – presentations 	Plans and delivers a lesson for all learners (TC III.1.7) Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A)
11	31	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	32	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	33	<ul style="list-style-type: none"> • Cadets turn in Weekly Summary Sheet (iii-2-11) & typed journal. • MAY, SAY, FLAY lessons – presentations 	Plans and delivers a lesson for all learners (TC III.1.7) Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A)

12	34	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	35	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	36	<ul style="list-style-type: none"> • Cadets turn in Weekly Summary Sheet (iii-2-11) & typed journal. • MAY, SAY, FLAY lessons – presentations 	Plans and delivers a lesson for all learners (TC III.1.7) Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A)
13	37	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	38	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	39	<ul style="list-style-type: none"> • Cadets turn in Weekly Summary Sheet (iii-2-11) & typed journal. • MAY, SAY, FLAY lessons – presentations 	Plans and delivers a lesson for all learners (TC III.1.7) Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A)
14	40	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	41	<ul style="list-style-type: none"> • INTERNSHIP 	(see week 5, day 13)
	42	<ul style="list-style-type: none"> • Cadets turn in Weekly Summary Sheet (iii-2-11) & typed journal. • Wrap up of field experience. • MAY, SAY, FLAY lessons – presentations 	Plans and delivers a lesson for all learners (TC III.1.7) Identifies own strengths and areas for improvement as a potential teacher (TC III.1.1, CR – 1A)
15	43	<p><u>Theme 2: Experiencing the Profession, Unit 3: Certification & Employment</u></p> <ul style="list-style-type: none"> • Making it Official: The Certification Process. • Handout “From the Key to my Dorm Room to the Key to My Classroom” assignment (ii-3-6). Draw New Mexico colleges/universities that have teacher education programs and an education major/minor. • Go to computer lab to begin researching for project. 	Predicts future educational trends based on past and current events (TC III.1.3) Identifies positive and negative perceptions of the teaching profession (TC II.1.4) Compares the various types of schooling available today (TC II.2.2)
	44	<ul style="list-style-type: none"> • Presentations of “From the Key to my Dorm Room to the Key to My Classroom” assignment (ii-3-6). • Suggested field trip: UNM College of Education & CNM Education Department. 	Predicts future educational trends based on past and current events (TC III.1.3) Identifies positive and negative perceptions of the teaching profession (TC II.1.4) Compares the various types of schooling available today (TC II.2.2)

	45	<ul style="list-style-type: none"> Teacher Shortages: Supply & Demand (ii-3-7). Guest Speaker suggestions: APS Human Resources, School level administrator to discuss interviewing, teacher with various levels of certification. 	<p>Predicts future educational trends based on past and current events (TC III.1.3)</p> <p>Identifies positive and negative perceptions of the teaching profession (TC II.1.4)</p> <p>Compares the various types of schooling available today (TC II.2.2)</p>
16	46	<p><u>Theme 2 Unit 2: Structure & Governance</u></p> <ul style="list-style-type: none"> <u>Introduce Culminating Activity: Making the Case – School Issues on Trial</u> position paper OR debate (ii-2-1). Assign topic & due date. Discuss the steps for writing position papers. Position Paper work time (computer lab). 	<p>Traces the history of education in the United States and the state of New Mexico (TC II.1.1)</p> <p>Understands the educational trends that have influenced the issues in today’s education (TC II.1.2)</p> <p>Predicts future educational trends based on past and current events (TC III.1.3)</p> <p>Identifies positive and negative perceptions of the teaching profession (TC II.1.4)</p> <p>Compares the various types of schooling available today (TC II.2.2)</p> <p>Describes the governance structure of local, state, and national educational systems (TC II.2.3)</p>
	47	<ul style="list-style-type: none"> Research Day for Position Paper. 	<p>Understands the educational trends that have influenced the issues in today’s education (TC II.1.2)</p> <p>Predicts future educational trends based on past and current events (TC III.1.3)</p> <p>Describes the governance structure of local, state, and national educational systems (TC II.2.3)</p>
	48	<ul style="list-style-type: none"> Small Group Discussion of Position Papers. Groups read rough drafts, select best paper to present to class for discussion. 	<p>Understands the educational trends that have influenced the issues in today’s education (TC II.1.2)</p> <p>Predicts future educational trends based on past and current events (TC III.1.3)</p> <p>Describes the governance structure of local, state, and national educational systems (TC II.2.3)</p>
17	49 SENIOR FINALS	<ul style="list-style-type: none"> School Perfection Activity introduction (ii-2-5). Groups share their bags with the class. The Many Faces of Education (ii-2-6), introduce alternatives to public education. 	<p>Understands the educational trends that have influenced the issues in today’s education (TC II.1.2)</p> <p>Predicts future educational trends based on past and current events (TC III.1.3)</p> <p>Describes the governance structure of local, state, and national educational systems (TC II.2.3)</p>
	50	<ul style="list-style-type: none"> Senior Finals 	<p>Understands the educational trends that have influenced the issues in today’s education (TC II.1.2)</p> <p>Predicts future educational trends based on past and current events (TC III.1.3)</p> <p>Describes the governance structure of local, state, and national educational systems (TC II.2.3)</p>

	51	<ul style="list-style-type: none"> • Conclude the Many Faces of Education 	
18	52	<ul style="list-style-type: none"> • Suggested guest speakers: representative from a local magnet or charter school, New Futures, etc. • Introduce “In Another’s Shoes: Shadow Activity” (ii-2-19). 	Describes the governance structure of local, state, and national educational systems (TC II.2.3)
	53	<ul style="list-style-type: none"> • Job Shadow Activity (off campus). 	Describes the governance structure of local, state, and national educational systems (TC II.2.3)
	54	<ul style="list-style-type: none"> • “In Another’s Shoes: Shadow Activity” (ii-2-19) assessment and debriefing. 	Describes the governance structure of local, state, and national educational systems (TC II.2.3)
19	55	<p><u>Theme 2: Unit 1: History & Trends</u></p> <ul style="list-style-type: none"> • 	Traces the history of education in the United States and the state of New Mexico (TC II.1.1) Understands the educational trends that have influenced the issues in today’s education (TC II.1.2)
	56	<ul style="list-style-type: none"> • 	Traces the history of education in the United States and the state of New Mexico (TC II.1.1) Understands the educational trends that have influenced the issues in today’s education (TC II.1.2)
	57	<ul style="list-style-type: none"> • Portfolio Presentations 	
20	FINALS	<ul style="list-style-type: none"> • Portfolio Presentations 	

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
Solving Linear Equations: Distributive Property		
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.		
Solving Mixture Problems		
Use a table to organize information given in mixture problems.		
Write and solve one-variable linear equations to model and solve mixture problems.		
Solving Rate Problems		
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.		
Literal Equations		
Rearrange a literal equation to highlight a quantity of interest and use it to solve problems.		
Solving Absolute Value Equations		
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.		
Solving One-Variable Inequalities		
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.		
Introduction to Compound Inequalities		
Relate the solution set of a compound inequality to its graph.		
Write compound inequalities to model problems.		
Systems of Equations and Inequalities		
Solving Systems of Linear Equations: Graphing		
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.		
Solving Systems of Linear Equations: Substitution		
Interpret the solution of a system of linear equations in a modeling context.		
Solve a system of linear equations using substitution.		
Solving Systems: Introduction to Linear Combinations		
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
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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
Modeling with Quadratic Functions		
Use quadratic functions to solve mathematical and real-world problems.		
Write quadratic functions to model problems.		
Quadratic Equations		
Solving Quadratic Equations: Zero Product Property		
Solve problems by factoring quadratic equations given in standard form.		
Write quadratic equations given rational solutions.		
Solving Quadratic Equations: Factoring		
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.		
Write a quadratic equation that models a scenario.		
Solving Quadratic Equations: Square Root Property		
Use the square root property to solve quadratic equations.		
Solving Quadratic Equations: Completing the Square		
Solve a quadratic equation whose leading coefficient is 1 by completing the square.		
Solving Quadratic Equations: Completing the Square (Continued)		
Solve a quadratic equation whose leading coefficient is greater than 1 by completing the square.		
Introduction to the Quadratic Formula		
Determine the values of a , b , and c from a given quadratic equation in standard form.		
Justify the steps used to derive the quadratic formula by completing the square.		
Recognize an expression that uses the quadratic formula to find the solutions of a quadratic equation.		
Relate the discriminant in the quadratic formula to the types of solutions of a quadratic equation.		
Solving Quadratic Equations: Quadratic Formula		
Determine the number of real zeros of a quadratic function by finding the values of a , b , and c , and then calculating the discriminant.		
Solve a quadratic equation using the quadratic formula.		
Modeling with Quadratic Equations		
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.		
Solving Linear-Quadratic Systems		
Solve a system of equations consisting of a line and a parabola algebraically and graphically, using technology where appropriate.		

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 Determine if a result is statistically significant. Perform hypothesis tests on normally distributed data.		
Trigonometric Functions Angles in Standard Position Determine angles that are coterminal. Identify characteristics of angles in standard position. Radian Measure Convert between degree and radian measure. Use the definition of radian measure to calculate arc lengths, radii, and angle measures. Right Triangle Trigonometry Use special right triangle relationships to solve right triangles. Use the Pythagorean theorem, and the trigonometric functions and their inverses to solve right triangles. The Unit Circle Compare sine, cosine, and tangent values for angles having the same reference angle. Find the sine, cosine, and tangent values of angle measures using the unit circle. Reciprocal Trigonometric Functions Evaluate the six trigonometric functions for special angles. Simplify expressions involving the six trigonometric functions using reciprocal relationships. Solve right triangle trigonometry problems involving reciprocal trigonometric functions. Evaluating the Six Trigonometric Functions Evaluate the six trigonometric functions for angles in degrees or radians based on one or more given trigonometric function values. Evaluate the six trigonometric functions for angles in degrees or radians given a point on the terminal ray. Graphing Sine and Cosine Analyze key features of sine and cosine functions from equations and graphs. Changes in Period and Phase Shift of Sine and Cosine Functions Relate transformations of the graphs of the sine and cosine functions to the equation. Modeling with Periodic Functions Model and solve real-world problems using periodic functions.		
Mathematical Modeling Linear Programming Maximize a function given constraints. Represent and solve real-world problems using linear programming.		

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	Topic	Lesson	Lesson Objectives
Relationships Between Quantities			
Conversions and Precision			
Ratios and Rates			
Determine unit rates.			
Write ratios as fractions in simplest form.			
Using Proportions			
Solve proportions.			
Use proportions to solve real-world problems.			
Converting Between Measurement Systems			
Use a conversion factor to convert measurements between systems			
Precision and Significant Digits			
Indicate the precision of a measurement			
Use significant digits.			
Greatest Possible Error			
Find the greatest possible error for a measurement.			
Expressions			
Use Variables to Represent Numbers			
Evaluate algebraic expressions by using the order of operations.			
Translate written phrases into algebraic expressions.			
Properties of Real Numbers			
Recognize the properties of real numbers			
Simplify Expressions			
Simplify algebraic expressions by combining like terms.			
Simplify expressions by removing grouping symbols.			
Zero and Negative Exponents			
Convert between scientific and standard notation			
Evaluate expressions with zero and negative exponents			
Simplify expressions with zero and negative exponents			
Multiply with Like Bases			
Simplify algebraic expressions using the multiplication property of exponents			
Simplify numeric expressions using the multiplication property of exponents			
Divide with Like Bases			
Simplify algebraic expressions using the division property of exponents			
Simplify numeric expressions using the division property of exponents			

Unit	Topic	Lesson	Lesson Objectives
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A Quantity to a Power

- Simplify expressions by raising a product to a power
- Simplify expressions by raising a quotient to a power

Apply Laws of Exponents

- Simplify expressions using laws of exponents
- Solve real-world problems with laws of exponents

Equations

Equations as Mathematical Models

- Judge the reasonableness of a solution
- Represent and solve real-world situations with equations

Problem Solving: Write an Equation Using Variables

- Solve problems by writing equations.

Literal Equations

- Evaluate the unknown variable in a literal equation
- Solve literal equations for a specific variable

Graphing Linear Functions

- Find ordered pairs that are solutions of linear equations.
- Graph linear equations.

Inequalities

- Read and write inequalities and graph them on a number line.

Linear and Exponential Relationships

Represent Relationships

Relations and Functions

- Determine if a relation is a function
- Determine the domain and range of a relation
- Represent relations as sets of ordered pairs, tables, mappings, and graphs

Function Notation

- Evaluate functions
- Identify the independent and dependent variables of a function

Function Operations

- Perform operations with functions

Graph Functions

- Draw graphs of functions
- Interpret graphs of functions

Unit	Topic	Lesson	Lesson Objectives
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Write Function Rules

- Write function rules from given data or graphs
- Write function rules to model real-world situations

Linear Relationships

Standard Form of a Linear Equation

- Determine solutions of a linear equation given in standard form
- Graph a linear equation given in standard form
- Identify a linear equation in standard form
- Use the properties of equality to write a linear equation in standard form

Slope

- Calculate the slope of a line given two points
- Determine if a line has a positive, negative, zero, or no slope
- Graph a line given its slope and a point on the line
- Relate slope to the rate of change

Average Rate of Change

- Determine the average rate of change
- Understand the use of delta notation

Slope-Intercept Form

- Convert between the standard and slope-intercept forms of linear equations
- Graph a line from a given equation
- Identify the slope and y-intercept of a line from a given equation or graph

Graph Linear Inequalities

- Graph linear inequalities in two variables
- Model and solve real-world problems involving linear inequalities

Write Linear Equations

Write Equations in Slope-Intercept Form

- Write the equation of a line given its graph
- Write the equation of a line given its slope and y-intercept
- Write the equation of a line given two points on the line

Point-Slope Form

- Write the equation of a line given its slope and a point on the line.

Parallel Lines

- Determine if lines are parallel from their given equations
- Write the equation of a line given the equation of another line to which it is parallel and a point on that line

Unit	Topic	Lesson	Lesson Objectives
			<p>Perpendicular Lines</p> <ul style="list-style-type: none"> Determine if lines are perpendicular from their given equations Write the equation of a line given the equation of another line to which it is perpendicular and a point on that line <p>Equations of Lines</p> <ul style="list-style-type: none"> Write linear equations in various forms and from a variety of given information
Number Patterns and Exponential Functions			
			<p>Arithmetic Sequences</p> <ul style="list-style-type: none"> Extend and find the nth term of an arithmetic sequence Recognize arithmetic sequences Write formulas for arithmetic sequences <p>Geometric Sequences</p> <ul style="list-style-type: none"> Extend and find the nth term of a geometric sequence Recognize geometric sequences Write formulas for geometric sequences <p>Recursive Formulas</p> <ul style="list-style-type: none"> Extend and find the nth term of a recursively defined sequence <p>Direct and Inverse Variation</p> <ul style="list-style-type: none"> Model direct and inverse variation relationships with equations Recognize direct and inverse variation <p>Exponential Functions</p> <ul style="list-style-type: none"> Evaluate exponential expressions Graph exponential functions <p>Linear Growth vs. Exponential Growth</p> <ul style="list-style-type: none"> Use tables and graphs to compare the growth of an exponential function vs. a linear function over equal intervals. Use tables and graphs to show that exponential functions grow by equal factors over equal intervals. <p>Growth and Decay</p> <ul style="list-style-type: none"> Identify data that displays exponential behavior Solve problems involving exponential growth and decay
Functions and Transformations			
			<p>Parent Functions</p> <ul style="list-style-type: none"> Associate a parent function with a given graph or data Determine the domain and range of parent functions <p>Scale Factors</p> <ul style="list-style-type: none"> Determine the effects of a scale factor on the graph of a parent function.

Unit	Topic	Lesson	Lesson Objectives
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Shifts of Functions

Determine how changes to the rule of a function correspond to the translation of its graph

Transformations of Functions

Apply multiple transformations to find the image or rule of a function

Piecewise Functions

Associate the graph of a piecewise function with its rule

Determine the domain and range of piecewise functions

Reasoning with Equations**One-Variable Equations****Addition and Multiplication Properties of Equality**

Justify steps used to solve an equation

Solve equations by using the addition property of equality

Solve equations by using the multiplication property of equality

Two-Step Equations

Apply properties to solve two-step equations

Verify a solution for an equation

Equations with Like Terms

Apply properties to solve equations with like terms

Verify a solution for an equation

Equations with Variables on Both Sides

Apply properties to solve equations with the variable on both sides

Verify a solution for an equation

Multi-Step Equations**Solve Equations Using the Distributive Property**

Apply the distributive property to solve equations

Determine if an equation has 0, 1, or an infinite number of solutions

Determine if equations are equivalent

Simplify and Solve Equations

Solve multi-step equations

Verify a solution of an equation

Translate and Solve Written Statements

Solve equations translated from written statements

Translate written statements into equations

Unit	Topic	Lesson	Lesson Objectives
			Model and Solve Problems with Multi-Step Equations <ul style="list-style-type: none">Judge the reasonableness of a solutionSolve real-world problems using multi-step equations
			Inequalities
			Properties of Inequality <ul style="list-style-type: none">Apply the addition and multiplication properties of inequality
			Write and Solve Inequalities <ul style="list-style-type: none">Graph the solution sets of inequalitiesSolve one-variable inequalitiesTranslate written statements into inequalities
			Two-Step Inequalities <ul style="list-style-type: none">Graph the solution sets of inequalitiesSolve two-step inequalities in one variable
			Multi-Step Inequalities <ul style="list-style-type: none">Graph the solution sets of inequalitiesSolve multi-step inequalities in one variable
			Compound Inequalities <ul style="list-style-type: none">Graph the solution sets of compound inequalitiesSolve compound inequalities
			Systems of Equations
			Solving Linear Systems Graphically <ul style="list-style-type: none">Classify systems of two-variable equations as dependent, independent, consistent, or inconsistent.Solve systems of two-variable linear equations graphically.Solve systems of two-variable linear inequalities.
			Solving Linear Systems by Elimination <ul style="list-style-type: none">Solve systems of two-variable linear equations using elimination.
			Solving Linear Systems by Substitution <ul style="list-style-type: none">Solve systems of two-variable linear equations using substitution.
			Modeling with Linear Systems <ul style="list-style-type: none">Model and solve real-world problems using systems of linear equations and inequalities.
			Quadratic Equations in Standard Form <ul style="list-style-type: none">Determine a parabola's line of symmetry, vertex, and whether it opens up or downGraph quadratic functionsRecognize a quadratic function

Unit	Topic	Lesson	Lesson Objectives
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Solving One-Variable Equations with Systems

Solve a one-variable linear or quadratic equation by graphing a related system of equations.

Descriptive Statistics**Statistics****Measures of Central Tendency**

Calculate measures of central tendency

Determine the effects of variability on measures of central tendency

Measures of Variation

Find the range, quartiles and interquartile range of a set of data

Organize and use data in box-and-whisker plots

Variability

Measure the variability of frequency distributions

Read and understand box-and-whisker plots

Use standard deviation to understand mean

Data Distribution

Determine measures of central tendency

Organize data with frequency tables, dotplots, and histograms

Recognize symmetric and skewed frequency distributions

Scatterplots

Determine the correlation in a relationship

Write an equation for the line of best fit and use it to make predictions

Slope-Intercept Form

Develop the slope-intercept model of an equation of a line

Identify situations modeled by an equation

Use intercepts of a graph

Use the slope-intercept formula to determine intercepts

Scatterplots

Determine the reasonableness of a model and the goodness of fit.

Use linear models to approximate data sets and make predictions.

Congruence, Proof, and Constructions**Spatial Thinking****Points, Lines, and Planes**

Name basic geometric figures.

Recognize intersecting lines, parallel lines, and skew lines.

Unit	Topic	Lesson	Lesson Objectives
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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

Construct Regular Polygons

- Construct regular polygons inscribed in a circle.
- Prove that all circles are similar.

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

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.

Unit	Topic	Lesson	Lesson Objectives
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Compositions

Use an algebraic rule to describe or perform a composition of transformations in the coordinate plane

Congruency in Triangles

Proving Angle Relationships

Write proofs involving congruent and right angles.

Write proofs involving supplementary and complementary angles.

Properties of Parallel Lines

Identify angles formed by two lines and a transversal.

Prove and use properties of parallel lines.

Properties of Triangles

Apply triangle angle theorems to calculate angle measures

Classify triangles according to the measures of their sides and angles

Congruent Figures

Calculate angle measures and side lengths of congruent figures

Identify and apply the properties of congruent figures

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

Connecting Algebra and Geometry Through Coordinates

Connecting Algebra and Geometry Through Coordinates

Distance and Midpoint Formulas

Find the distance between two points using the Distance Formula.

Find the midpoint of a segment using the Midpoint Formula.

Unit	Topic	Lesson	Lesson Objectives
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Slope

Solve problems involving the slope of a line in the coordinate plane

Use coordinate geometry to determine if sides of a geometric figure with given vertices are parallel or perpendicular

Equations of Lines

Relate the geometric and algebraic representations of lines in the coordinate plane

Unit	Topic	Lesson	Lesson Objectives
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Extending the Number System**Number Systems****Number Sets**

Classify real numbers

Order real numbers on a number line

Operations on Rational and Irrational Numbers

Explain why the product of a nonzero rational number and an irrational number is irrational.

Explain why the sum and product of two rational numbers are rational.

Explain why the sum of a rational number and an irrational number is irrational.

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.

Radical and Polynomial Expressions**Introduction to Radicals**

Approximate roots of nonperfect squares

Express roots using fractions as exponents

Use the inverse operation to evaluate perfect squares

Simplify Radicals

Express radicals in simplest form

Add and Subtract Radicals

Simplify sums and differences involving radicals

Multiply Radicals

Simplify products involving radicals

Divide Radicals

Simplify quotients involving radicals

Adding and Subtracting Polynomials

Add and subtract polynomials.

Describe polynomials.

Unit	Topic	Lesson	Lesson Objectives
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Multiplying Binomials

- Find products of binomials using the FOIL method.
- Mentally simplify special products of binomials.

Quadratic Functions and Modeling

Quadratic Functions

Quadratic Functions

- Find the line of symmetry and vertex of a parabola given its function rule.
- Identify a quadratic function from the function rule.
- Use key attributes of a quadratic function to solve word problems.

Solving Quadratic Equations by Factoring

- Find real solutions for quadratic equations using the zero product property.
- Use key attributes of a quadratic function to solve word problems.

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.

Quadratic Equations in Standard Form

- Determine a parabola's line of symmetry, vertex, and whether it opens up or down
- Graph quadratic functions
- Recognize a quadratic function

Solving Quadratic Equations by Graphing

- Estimate solutions of quadratic equations by graphing.
- Solve quadratic equations by graphing.

Quadratic Functions

- Evaluate functions of the form $y = ax^2$
- Graph functions of the form $y = ax^2$
- Interpret the coordinates of points on the graph $y = ax^2$
- Solve an equation of the form $ax^2 = c$ using square roots

Quadratic Equations

- Explore the role of a , b and c as it relates to the graph of quadratic equation
- Identify functions of the form $y = ax^2+bx+c$ as quadratic functions

Unit	Topic	Lesson	Lesson Objectives
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Parabolas

- Determine the axis of symmetry of a parabola
- Determine the intercepts of a parabola
- Determine the vertex of a parabola
- Identify the domain and range
- Interpret the meaning of the vertex and intercepts of a parabola

Functions and Function Inverses**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.

Graphing Exponential Functions

- Determine the domain and range of exponential functions.
- Graph exponential functions.
- Identify exponential functions.

Absolute Value Functions

- Analyze absolute value functions to determine key features of the graph.
- Model and solve mathematical and real-world problems with absolute value functions.

Piecewise Defined Functions

- Determine the domain, range, and continuity of piecewise defined functions.
- Evaluate piecewise defined functions.
- Graph piecewise defined functions.

Step Functions

- Analyze step functions to determine key features of the graph.
- Evaluate step functions.
- Use step functions to model real-world problems.

Function Inverses

- Find the inverse of a function.
- Use composition to verify that functions are inverses.

Graphing Logarithmic Functions

- Determine the domain and range of logarithmic functions.
- Identify and analyze the graphs of logarithmic functions.
- Identify logarithmic functions.

Unit	Topic	Lesson	Lesson Objectives
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Modeling with Functions**Slope**

- Determine slope of a line between two points
- Identify increasing and decreasing linear functions using slope
- Identify linear functions by a constant rate of change
- Interpret slope as an average rate of change

Use Exponential Functions

- Determine growth and decay factors for exponential functions represented by a table of values or an equation
- Determine the doubling and halving time
- Graph exponential functions defined by $y = ab^x$

Modeling with Quadratic Equations

- Use quadratic equations to model and solve real-world problems.

Comparing Exponential, Linear, and Quadratic Growth

- Use tables and graphs to compare the growth of an exponential function to the growth of a linear function over equal intervals.
- Use tables and graphs to compare the growth of an exponential function to the growth of a quadratic or a polynomial function over equal intervals.
- Use tables and graphs to show that exponential functions grow by equal factors over equal intervals.

Expressions and Equations**Writing Equations and Inequalities****Solving Equations**

- Create multistep equations in one variable and use them to solve problems.
- Simplify and solve multistep equations

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.

Model Problems with Quadratic Functions

- Model and solve real-world problems using quadratic functions
- Solve a system of two equations where one is quadratic

Rewriting Exponential Functions

- Use alternative forms of an exponential function to highlight different information about that function and the real-world situation it models.

Unit	Topic	Lesson	Lesson Objectives
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Write exponential functions and expressions in equivalent forms, using the properties of exponents to justify steps.

Unit	Topic	Lesson	Lesson Objectives
Solving Quadratic Equations			
Solving Equations Using Square Roots			
Solve equations of the form $ax^2 = k$ where x is replaced by an algebraic expression.			
Solve equations of the form $ax^2 = k$.			
Quadratic Equations in Vertex Form			
Determine the effects on the graph by changing the values of a , h , and k in the vertex form of a quadratic function			
Write a quadratic equation for a given parabola			
Convert Between Standard and Vertex Form			
Convert a quadratic equation from standard to vertex form			
Complete the Square			
Solve quadratic equations by completing the square			
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.			
Mixed Degree Systems			
Solve linear-quadratic systems of equations.			
Solve quadratic-quadratic systems of equations.			
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			

Unit	Topic	Lesson	Lesson Objectives
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Calculate probabilities using the multiplication rule of independent events

Identify and describe mutually exclusive and independent events

Unit	Topic	Lesson	Lesson Objectives
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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.

Geometric Probability

- Calculate geometric probability using segment and area models
- Solve problems involving geometric probability in modeling situations

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

Decision Making Using Probability

- Calculate probabilities and make decisions in modeling situations
- Construct a theoretical probability model from all possible outcomes

Probability with Combinations and Permutations

- Quantify outcomes using combinations and permutations
- Use combinations and permutations to compute probabilities of compound events

Similarity, Right Triangle Trigonometry, and Proof

Proportional Geometry

Dilations

- Use an algebraic rule to describe or perform a dilation in the coordinate plane

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

Unit	Topic	Lesson	Lesson Objectives
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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

Angle Relationships

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

Interactive: Proving Angles Congruent

Prove angle relationships given parallel 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

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
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Isosceles Triangles

- Apply theorems related to isosceles triangles to solve problems
- Identify theorems related to isosceles triangles and use them to justify side and angle relationships

Triangle Inequalities

- 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

Pythagorean Theorem

- Apply the Pythagorean theorem to find side lengths of a right triangle
- Solve problems using the Pythagorean theorem in modeling situations

Pythagorean Inequalities

- Identify the converse of the Pythagorean theorem and apply it to classify a triangle
- Solve problems using the Pythagorean inequalities

Quadrilaterals

Classifying Quadrilaterals

- 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

Properties of Parallelograms

- Apply theorems about parallelograms to calculate angle and segment measures
- Complete proofs involving properties of parallelograms
- Identify theorems about the properties of parallelograms

Proving a Quadrilateral Is a Parallelogram

- Identify and apply theorems that determine if a quadrilateral is a parallelogram
- Prove a quadrilateral is a parallelogram

Special Parallelograms

- 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

Interactive: Proving Special Parallelograms

- Complete proofs involving rectangles, rhombi, and squares

Unit	Topic	Lesson	Lesson Objectives
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Introduction to Trigonometry**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

Solving Right Triangles

- Solve problems involving right triangles in modeling situations
- Use trigonometric ratios to find missing parts of a right triangle

Angles of Elevation and Depression

- Identify angles of elevation and depression in problem situations
- Solve problems involving angles of elevation and depression

Circles With and Without Coordinates**Circles****Introduction to Circles**

- Calculate the circumference and area of a circle
- Identify terms related to circles
- Solve problems related to circles in modeling situations

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

Unit	Topic	Lesson	Lesson Objectives
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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

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

Interactive: Circle Constructions

- Use a straightedge and compass to create constructions involving circles

Surface Area and Volume

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

Coordinate Geometry

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

Conic Sections: Parabolas

- Relate the algebraic and geometric representations of parabolas

Unit	Topic	Lesson	Lesson Objectives
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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

Unit	Topic	Lesson	Lesson Objectives
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Inferences and Conclusions from Data**Samples and Probability Distributions****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.

Normal Distributions**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	Topic	Lesson	Lesson Objectives
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Hypothesis Testing

- Determine if a result is statistically significant.
- Perform hypothesis tests on normally distributed data.

Polynomials, Rational, and Radical Relationships**Operations with Polynomials****Introduction to Polynomials**

- Identify and classify polynomials.
- Write polynomials in standard form.

Addition and Subtraction of Polynomials

- Perform addition and subtraction of polynomials.

Laws of Exponents

- Apply the properties of whole-number exponents to generate equivalent expressions.

Multiplication of Polynomials

- Perform multiplication of polynomials.

Simplifying Polynomial Expressions

- Simplify expressions involving operations with polynomials.

Composition of Polynomial Functions

- Evaluate the composition of polynomial functions.
- Write the composition of polynomial functions.

Rewriting Polynomials and Using Structure**Sum and Difference of Two Cubes**

- Factor the sum or difference of two cubes.
- Recognize a perfect cube and find its cube root.

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

The Binomial Theorem

- Use the Binomial theorem to expand binomials.
- Use the Binomial theorem to find a specific term in an expansion.

Roots of Polynomial Functions**Monomial Functions**

- Analyze the key attributes of monomial functions.

Unit	Topic	Lesson	Lesson Objectives
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Graphs of Polynomial Functions

- Describe the key features of a polynomial function.
- Identify the key features of a polynomial function from a given graph.

Synthetic Division and the Remainder Theorem

- Apply the remainder theorem.
- Use synthetic division to divide a polynomial by a linear factor.

The Rational Roots Theorem

- Determine the roots of and factor a polynomial function.
- Use the rational root theorem to determine possible roots of a polynomial function.

The Fundamental Theorem of Algebra

- 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.

Writing Polynomial Functions from Complex Roots

- Write polynomial functions from complex roots.

Quadratic in Form Polynomials

- Identify fourth degree equations that are quadratic in form and use an appropriate u -substitution.
- Solve fourth degree equations that are quadratic in form.

Graphs of Polynomial Functions and Geometric Series

Graphing Polynomial Functions

- Graph polynomial functions using key features.

Solving Polynomial Equations using Technology

- Use technology to solve or approximate solutions of one-variable polynomial equations.

Geometric Series

- Apply geometric series to solve mathematical and real-world problems.
- Find sums of finite and infinite geometric series.

Rational and Radical Equations

Negative Exponents

- Evaluate numeric expressions using laws of integer exponents.
- Simplify single-variable expressions using laws of integer exponents.

Simplifying Rational Expressions

- Determine excluded values of rational expressions.
- Simplify rational expressions using factoring techniques.

Unit	Topic	Lesson	Lesson Objectives
			<p>Simplifying Rational Expressions by Factoring</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. <p>Rational Equations</p> <ul style="list-style-type: none"> Solve rational equations and determine extraneous solutions. Use rational equations to model and solve real-world problems. <p>Radical Equations and Extraneous Roots</p> <ul style="list-style-type: none"> Model and solve mathematical and real-world problems using radical equations, and determine extraneous roots. <p>Solving Equations Containing Two Radicals</p> <ul style="list-style-type: none"> Solve equations containing two radicals, and determine extraneous solutions.
			<p>Trigonometry of General Triangles and Trigonometric Functions</p> <p>Trigonometry of General Triangles and The Unit Circle</p> <p>Law of Sines</p> <ul style="list-style-type: none"> Given the ambiguous case, use the law of sines to solve problems Identify the law of sines and apply it to find parts of a triangle <p>Law of Cosines</p> <ul style="list-style-type: none"> Identify the law of cosines and apply it to find parts of a triangle Solve problems involving the law of cosines in modeling situations <p>Trigonometric Area Formulas</p> <ul style="list-style-type: none"> Apply Heron's formula to find the area of a triangle Calculate the area of a triangle using trigonometry <p>Angles in Standard Position</p> <ul style="list-style-type: none"> Determine angles that are coterminal. Identify characteristics of angles in standard position. <p>Radian Measure</p> <ul style="list-style-type: none"> Convert between degree and radian measure. Use the definition of radian measure to calculate arc lengths, radii, and angle measures.

Unit	Topic	Lesson	Lesson Objectives
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Right Triangle Trigonometry

Use special right triangle relationships to solve right triangles.

Use the Pythagorean theorem, and the trigonometric functions and their inverses to solve right triangles.

The Unit Circle

Compare sine, cosine, and tangent values for angles having the same reference angle.

Find the sine, cosine, and tangent values of angle measures using the unit circle.

Trigonometric Functions and Modeling

Reciprocal Trigonometric Functions

Evaluate the six trigonometric functions for special angles.

Simplify expressions involving the six trigonometric functions using reciprocal relationships.

Solve right triangle trigonometry problems involving reciprocal trigonometric functions.

Evaluating the Six Trigonometric Functions

Evaluate the six trigonometric functions for angles in degrees or radians based on one or more given trigonometric function values.

Evaluate the six trigonometric functions for angles in degrees or radians given a point on the terminal ray.

Graphing Sine and Cosine

Analyze key features of sine and cosine functions from equations and graphs.

Changes in Period and Phase Shift of Sine and Cosine Functions

Relate transformations of the graphs of the sine and cosine functions to the equation.

Modeling with Periodic Functions

Model and solve real-world problems using periodic functions.

Mathematical Modeling

Introduction to Modeling

Understand Functions

Identify functional relationships between two variables

Identify input and output involving two variable quantities

Identify trends in data numerically and graphically

Represent functions between two variables using tables and graphs

Domain and Range

Determine the domain and range of a function

Identify the independent and dependent variables of a function

Write the equation to define a function

Unit	Topic	Lesson	Lesson Objectives
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Mathematical Modeling

- Develop a function model
- Identify a mathematical model
- Recognize patterns and trends between two variables using tables as models
- Solve problems using formulas as a model

Solving an Equation

- Solve an equation numerically and graphically
- Solve an equation using algebra techniques

Write and Solve Equations

- Develop models to solve problems
- Solve equations with variables on both sides
- Solve formulas for a specified variable
- Use the distributive property

Reading Graphs

- Describe graphs in words
- Identify increasing, decreasing and constant parts of graphs
- Identify maximum and minimum of a graph
- Sketch a graph to represent a situation

Modeling with Linear Equations and Inequalities**Slope-Intercept Form**

- Develop the slope-intercept model of an equation of a line
- Identify situations modeled by an equation
- Use intercepts of a graph
- Use the slope-intercept formula to determine intercepts

Write Linear Equations using Slope & y-Intercepts

- Interpret slopes and y-intercepts
- Write an equation for a linear function given its slope and y-intercept
- Write linear functions in slope-intercept form

Write Linear Equations using Two Points

- Determine the equation using two points
- Determine the slope and y-intercept using equations and graphs
- Interpret slopes and y-intercepts

Unit	Topic	Lesson	Lesson Objectives
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Systems of Equations

- Interpret the solution to a system of equations
- Solve a system of two linear equations
- Use the substitution method to solve systems of equations

Break-Even Points

- Determine the break-even point of a linear system
- Interpret break-even points on a graph
- Solve a system of two linear equations

Solving 3 x 3 Linear Systems

- Classify systems of three-variable equations as dependent, independent, consistent, or inconsistent.
- Solve 3×3 linear systems algebraically.

Two-Variable Linear Inequalities

- Graph two-variable linear inequalities.
- Interpret the solution set of a two-variable linear inequality.
- Write a linear inequality to model a relationship between two quantities.

Linear Programming

- Maximize a function given constraints.
- Represent and solve real-world problems using linear programming.

Modeling with Quadratic Equations**Parabolas**

- Determine the axis of symmetry of a parabola
- Determine the intercepts of a parabola
- Determine the vertex of a parabola
- Identify the domain and range
- Interpret the meaning of the vertex and intercepts of a parabola

Solving Quadratic Equations

- Solve quadratic equations graphically
- Solve quadratic equations numerically

The Quadratic Formula

- Identify solutions of quadratic equations using a graph
- Use the quadratic formula to solve quadratic equations

Quadratic Regression Models

- Determine quadratic regressions models
- Solve problems using quadratic regressions models

Unit	Topic	Lesson	Lesson Objectives
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Modeling with Exponential Equations

Growth and Decay Factors

- Apply growth and decay factors involving percents of increase and decrease
- Define growth and decay factors
- Determine growth and decay factors from percents of increase and decrease

Consecutive Growth and Decay Factors

- Apply consecutive growth and or decay factors involving percent changes
- Define consecutive growth and decay factors
- Determine a consecutive growth or decay factor from consecutive percent changes

Exponential Functions

- Graph exponential functions from data and equations
- Graph exponential functions from symbolic rules
- Recognize an exponential function as a rule for apply growth or decay factors

Population Growth

- Determine annual growth or decay rate of an exponential function represented by a table of values or an equation
- Graph an exponential function having equation $y = a(1 \pm r)^2$

Equations of Exponential Functions

- Determine the equation of an exponential function that best fits the given data
- Determine whether a linear or exponential model best fits given data
- Make predictions using an exponential regression equation

Modeling with Logarithmic Equations

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.

Unit	Topic	Lesson	Lesson Objectives
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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.

Solving Exponential and Logarithmic Equations

- Solve exponential and logarithmic equations using inverses, properties, and algorithms.

Modeling with Exponential and Logarithmic Equations

- Model and solve real-world problems using exponential and logarithmic functions.

Modeling with Rational Functions**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.

Rational Inequalities

- Solve rational inequalities algebraically and determine extraneous solutions.

Modeling with Rational Functions

- Model and solve real-world problems using rational functions.

Functions and Graphs**Functions and Their Properties**

- Analyze function characteristics
- Determine range and domain of functions
- Represent functions algebraically
- Represent functions graphically
- Represent functions numerically

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

Unit	Topic	Lesson	Lesson Objectives
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Graphs and Transformations

- Define parent functions
- Transform graphs of parent functions

Geometric Modeling

Area

- Calculate areas of polygons using formulas
- Determine the area of a circle by formula
- Write formulas for areas of polygons

Surface Area

- Recognize properties of three-dimensional figures
- Write formulas for and calculate surface area of three-dimensional figures

Surface Area of Solid Figures

- Calculate the surface area of composite solids
- Calculate the surface area of prisms, cylinders, pyramids, and cones
- Describe the effect on surface area when the dimensions of a solid figure are changed

Volume of Prisms and Cylinders

- Recognize geometric properties of three-dimensional figures
- Write formulas for and calculate volumes of prisms and cylinders

Volume of Spheres and Cones

- Write formulas for and calculate volumes of spheres 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

Cross Sections of Solid Figures

- Apply Cavalieri's principle to calculate the volume of solid figures
- Identify cross sections of solid figures

Rotations and Cross Sections

- Identify three-dimensional objects generated by rotations of two-dimensional shapes
- Identify two-dimensional shapes formed from the cross-sections of three-dimensional objects

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	Lesson	Lesson Objectives
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Information Technology

The Four Areas of Information Technology Employment

Compare and contrast job descriptions, working conditions, education, training requirements, salary ranges, industry certifications, and employment outlook for the four areas.

Describe job requirements for careers and professions in IT.

Evaluate careers in four information technology areas: Information Services and Support, Network Systems, Programming and Software Development, and Interactive Media.

Compare and Contrast Careers in IT

Compare and contrast careers in computing.

Describe the variety of occupations and professions within the world of IT and investigate how computing is used in other disciplines.

Identify college majors that require at least one course in computing.

Investigate methods for finding websites with career exploration resources, identifying a desired IT career area, and justifying that choice.

List and describe professional organizations and professional codes in the field of computing.

Entrepreneurship

Analyze how computing is often used in contemporary entrepreneurship.

Compare and contrast entrepreneurship with working for an employer.

Demonstrate concepts, processes, and behaviors associated with successful entrepreneurship.

Assessment

Analyze personal skills and aptitudes that relate to IT careers.

Categorize personal skills and aptitudes.

Differentiate between the use of specific personal assessment tools in identifying personal strengths and weaknesses.

Lifelong Learning Skills

Create, refine, and implement a plan for personal growth and skill development related to IT careers.

Define a work-based learning experience in an IT environment, and describe the purpose and benefits of a work-based learning environment.

Demonstrate an understanding of education and career development as lifelong learning process and techniques for acquiring new (IT) industry-related knowledge and improving professional skills.

Demonstrate techniques for promoting personal advancement and seeking education and other experiences that enhance personal growth.

Identify steps for seeking a promotion.

Create a Professional Portfolio

Create a cover letter, resume, and job application.

Create and maintain a career portfolio.

Demonstrate preparing for a job search and interview.

Unit	Lesson	Lesson Objectives
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General Workplace Skills

Communication Skills

Define customer-service skills: in-person.

Define customer-service skills: telephone.

Demonstrate communicating effectively to customers, coworkers, and supervisors with appropriate speaking and listening skills and nonverbal communication skills.

Demonstrate techniques for determining and addressing customer needs using in-person, telephone, and email customer service skills.

Identify how to employ effective verbal and nonverbal communication skills.

Positive Personal Qualities in the Workplace

Demonstrate recognizing a professional appearance for the workplace.

Examine critical thinking and problem-solving skills, and demonstrate creativity and resourcefulness.

Identify and demonstrate positive personal qualities, such as flexibility, open-mindedness, showing initiative, and being willing to learn new concepts and skills.

Organize ideas and then create IT-related oral and written messages to communicate those ideas.

Diversity in the Workplace

Analyze diversity awareness.

Demonstrate an ability to accept constructive criticism.

Explain the importance of conflict resolution skills and being able to accept constructive criticism.

Identify gender and diversity issues in computing and IT.

Positive Work Ethic

Demonstrate a positive work ethic, having a positive attitude toward taking direction, and motivation toward accomplishing tasks.

Demonstrate an understanding of the work ethics, behavior, and legal responsibilities employees commit to in the workplace.

Demonstrate awareness of business ethics, workplace rules, regulations, policies, procedures, and processes.

Teamwork and Collaboration

Apply leadership and teamwork skills to accomplish goals.

Demonstrate initiative, courtesy, loyalty, honesty, cooperation, and punctuality as a team member.

Demonstrate leadership skills in a team.

Demonstrate teamwork.

Formulate a plan for collaborating to solve an IT problem.

Assessment in the Workplace

Project Management Skills

Demonstrate an awareness of project management concepts and tools.

Demonstrate how to work efficiently by using time, task, and resource-management skills.

Demonstrate planning, time-management, storyboarding, and project management skills.

Unit	Lesson	Lesson Objectives
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Parts of an Email Message

- Breakdown email purposes, capabilities and functions.
- Demonstrate an awareness of how to use an email program's address book.
- Identify components of an email message, such as address, to, from, subject, and body.
- Identify when to use different email options, such as cc, bcc, email attachments, and forwarding.

Appropriate Email Use

- Demonstrate e-mail etiquette.
- Describe principles of e-mail and Internet etiquette.
- Identify the appropriate use of e-mail and common problems associated with e-mail.
- Identify when to include (quote) from an original e-mail message in a response.
- Respond to and utilize information derived from e-mail to solve business problems and complete business tasks.

Organizations

- Examine how an organization's strategic and operational plans are formulated, including how it uses planning tools.
- Examine processes for accomplishing an organization's goals using available resources.
- Examine the impact of an organization's management structure and culture on operations.
- Explore and analyze the structures and work cultures of different organizations.

Organizational Responsibilities

- Analyze organizational responsibilities as they relate to labor issues, worker rights and responsibilities, wages, benefits, and working conditions, including workers' health and safety.
- Demonstrate an understanding of how safety, health, and environmental management systems are employed in a corporation.
- Demonstrate an understanding of the importance of following safety guidelines.
- Examine an industry/organization's responsibilities for its workers' health and safety.
- Examine laws, regulations, and practices affecting workers' health and safety in an industry.

IT and Computer Hardware

Information Technology

- Compare and contrast methods for evaluating emerging technologies.
- Discuss the use of technology in an IT environment.
- Explain how IT affects business and society.
- Identify and describe some current and emerging computer technology and software used for personal and business tasks.

Job-Specific Math Skills

- Define and use common statistical procedures to present and communicate data.
- Select and use correct mathematical processes and tools to solve complex problems.
- Solve work-related problems using measurements.

Unit	Lesson	Lesson Objectives
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IT Legal and Ethical Issues

- Define legal and ethical responsibilities for IT professionals.
- Demonstrate and apply an understanding of IT-related legal and ethical issues.

Wireless IT

- Compare and contrast the ways in which emerging wireless tech impacts business globally.
- Explore current global business trends and an IT employee's role in maintaining productive business.

Computing Basics

- Analyze the ways major applications have changed the way we work and live.
- Explain the idea of a "paperless society" and how computers support that.
- Explore the basic operating principles of digital computers.
- List different ways computers are used.
- List the basic operating principles of digital computers.

The Evolution of the Computer

- Demonstrate an understanding of Moore's Law as it relates to miniaturization.
- Describe analog and digital technology, convert between binary and decimal numbers, and define the terms bit and byte.
- Describe the evolution of the computer and microprocessors.
- Identify persons with major contributions to the field of computing.

Hardware Input and Output

- Define input and output.
- Describe how the hardware components of a computer interact with one another.
- Explain and identify the pieces that make up the architecture of a computer system.
- Understand terms and units used to describe major hardware components.
- Use information about the function, type, capabilities, size and speed of CPUs, motherboards, RAM, and hard drives to compare two computers.

Sound, Graphics, and Network Cards

- Demonstrate proficiency in the use of a mouse and keyboard.
- Demonstrate proficiency with peripherals.
- Explain the functions and characteristics of sound cards, graphics cards, and network cards.
- Explain the need for peripherals.

System Maintenance

- Define system maintenance and preventive measures.
- Describe consequences of not taking preventive measures.
- Install and configure hardware in a computer system.
- Troubleshoot problems with computer peripherals and office equipment.

Unit	Lesson	Lesson Objectives
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Upgrade Computer Hardware

- Choose computers for specific purposes based on their commercial descriptions.
- Define the process of planning upgrades and changeovers, and demonstrate knowledge of the process of planning upgrades and changeovers.
- Given a scenario, make recommendations to improve a computer system.
- Investigate different (hardware) upgrade considerations.
- List the steps in setting up a new computer.

Networks and the Internet**Network Basics**

- Demonstrate knowledge of how data is passed in packets, and ways to deal with network failure.
- Describe what a network is.
- Explain hierarchical addressing schemes.
- Explain the benefits of a network.
- Identify the role of servers and clients on a network.

Evolution of Networks

- Analyze current trends and developments in networking.
- Identify different types of networks and how they work.
- Investigate important events in the evolution of networks.
- Investigate networking terminology.
- Investigate the most common types of networks and differentiate between them.

Wireless Networks

- Compare and contrast wired and wireless networks.
- Describe how computers connect to wired and wireless networks.
- Investigate and analyze trends related to networking and wireless technology.

Network Administration

- Demonstrate basic understanding of network administration by identifying the relationship between computer networks and other communications networks.
- Describe communications hardware and software used in networking.
- Explain and apply troubleshooting techniques and strategies for fixing network connectivity issues.
- Identify and describe communications and networking systems used in workplace environments.
- Identify and describe the functions of network operating systems.

History of the Internet

- Explain the Internet's effect on computing and society.
- Identify and examine persons with major contributions to the Internet.
- Trace and outline the history and development of the Internet.
- Trace the future of the Internet.

Unit	Lesson	Lesson Objectives
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Ethical Issues on the Internet

- Analyze ethical issues and problems associated with computers and information systems.
- Compare and contrast the pros and cons of hacking and cracking.
- Demonstrate an understanding of how to use the Internet efficiently for work.
- Describe and analyze copyright laws related to file sharing and Internet regulatory control.
- Explain and predict the consequences of software piracy on developers and the role of relevant enforcement organizations in software piracy.

Copyright and IP

- Examine the emergence of e-commerce and e-government and how it relates to intellectual property and describe the function of a non-disclosure agreement.
- Explain intellectual property and examine the consequences of plagiarism.
- Explain the potential impact of e-commerce and e-government on business and society.
- Identify adherence to copyright rules and regulations and differentiate between copyright and trademarks.
- Identify and explain the effects of technology crimes.

Search on the Internet

- Define ethical use of Internet/online resources using citations (both formal and informal).
- Demonstrate citing a source.
- Examine the ethical and unethical use of Internet and online sources.
- Identify criteria for conducting searches on the Internet, including analyzing whether an online source is reputable or not.

Risks on the Internet

- Analyze the benefits and risks of networked computing.
- Examine issues concerning Internet security (including computer viruses and spam) and online predators.
- Explain and identify the risks/dangers of working on an insecure network/ or in an unsecured environment.
- Identify the risks of posting personal and work information on the Internet as it relates to identity theft (and other potential dangers).

Improving Network Security

- Compare and contrast anti-virus software.
- Explain how and by whom encryption is used on a daily basis.
- Explain the purpose of a firewall.
- Explain the purpose of spyware/adware and describe methods for protecting against it.
- Identify network security issues and describe methods that help protect against security attacks.

Operating Systems and Application Software

Software Overview

- Compare and contrast the use of various software applications and their appropriate use.
- Identify classes of system and application software and differentiate between them.
- Identify new and emerging classes of software, and demonstrate knowledge of the process of upgrading and changing software applications.
- Identify open source, free, and proprietary licenses, as well as their benefits and drawbacks.

Unit	Lesson	Lesson Objectives
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Software Development

- Describe the development of software applications and the software development process.
- Identify and define features common to most software applications.
- Identify basic problems with application software.

Computer Operating Systems

- Compare and contrast the differences among current Windows, Unix, and Macintosh operating systems.
- Examine major operating system fundamentals and components.
- Examine the history and purpose of various OSes (such as DOS, Windows, OS X, iOS/Android).
- Identify persons with major contributions to operating systems.

File Management

- Demonstrate a working knowledge of standard file formats and identify file naming conventions in different operating systems.
- Demonstrate an understanding of file extensions and the purpose of file types across software products.
- Demonstrate proficiency with proper file management techniques and structure.
- Identify the hierarchy of files and folders and find files and folders using specific file paths.
- Match file extensions with their associated programs by differentiating among file types.

File Management Tools

- Demonstrate proper use of system management tools.
- Demonstrate using file protection and security.
- Practice viewing files in different ways (by icon, name, type, size, and date).
- Use file management tools to create folders and select, move, copy, cut, delete, rename, and sort files.
- Use the trash or recycling features to safely manage file deletions and restore files.

Web Browsers

- Dissect and identify the various components of a URL (in other words, explain how to read and understand a URL).
- Examine how URLs and associated URL protocols work.
- Examine what a web browser is, what it does (render web pages), and how it does this.
- List and examine the major/most popular web browsers and their features.

HTML and the Web**Web Pages**

- Identify and describe design principles related to web page design.
- Identify and describe types and styles of typeface used for web publications, including serif and sans serif, and analyze reasons for using one typeface instead of another.
- Identify and describe web terminology and the elements of a web page.
- Identify and explain the terminology and need for interactive media and web-based applications, including things like Adobe Flash and Ajax.
- Identify individual web page layouts and content.

Unit	Lesson	Lesson Objectives
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Investigate Web Design

- Analyze and develop an awareness of acceptable and excellent web page design.
- Analyze design elements of professional web sites by evaluating the use of theme and navigational links.
- Identify and critique the layout, navigation, and accessibility of a web site based on its purpose.

HTML Basics

- Analyze basic HTML.
- Identify and describe the purpose of basic HTML.

Create a Web Page

- Create a Web page with links, graphics, text with basic HTML tags, bulleted lists, and an email address.
- Identify the terminology associated with web page editing software and its functions.
- Write HTML code using an HTML editor and then render it using a Web browser.

Use CSS to Design a Web Page

- Compare and contrast creating a web page manually versus using a WYSIWYG editor.
- Demonstrate the ability to use various web development software programs.
- Learn about CSS and why it's used, and then apply basic CSS to style HTML.
- Use CSS to express the design of a website.

Add Images to a Web Page

- Apply color theory to choose strong color choices for a web page's background and text color.
- Create a web page with images.
- Examine color theory as it relates to web page design and legibility.
- Use CSS to change the text and background color and appearance of a web page.

Publish to the Web

- Demonstrate knowledge about publishing to the Internet.
- Identify a website host for publishing a website.
- Investigate how to determine the preferred procedures for posting/publishing a website using the selected website host.
- Investigate how to make decisions about how often the site should be updated, who will change the content, and who will maintain the site.
- List steps necessary to take in order to publish a website to the Internet.

Getting Started

Install the Software

Spreadsheets and Presentations

Spreadsheet Basics

- Describe the ways in which spreadsheets are used to solve real-world business problems
- Identify key features and functions of spreadsheet software
- Identify terminology associated with spreadsheet software

Unit	Lesson	Lesson Objectives
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Create and Use a Spreadsheet

- Create and format a spreadsheet that incorporates textual and numeric content
- Explore formulas and the order of operations principle
- Use functions to perform basic calculations, such as addition, subtraction, multiplication, and division

Use Spreadsheet Functions and Formulas

- Create formulas to produce a business document
- Use a spreadsheet program's built-in functions to produce a business document

Advanced Spreadsheet Features

- Analyze advanced spreadsheets
- Describe lookup tables and nested IF statements
- Describe subtotals, cell protection, and conditional formatting
- Identify common types of charts and graphs

Create Advanced Spreadsheets

- Generate charts and graphs
- Use lookup tables and nested IF statements
- Use subtotals, cell protection, and conditional formatting

Spreadsheets and Data Management

- Describe the use of multiple search parameters to locate, sort, and filter data
- Describe the use of simple search parameters to locate, sort, and filter data
- Identify data management procedures

Presentation Software

- Describe terminology associated with presentation software
- Identify advanced features of presentation software
- Identify common uses of presentations in business
- Identify the basic features of presentation software

Create a Presentation

- Create, save, edit, and print a presentation with handouts and speaker notes
- Identify the parts of a presentation
- Identify ways to enhance communication in a presentation

Unit	Lesson	Lesson Objectives
Create Multimedia		
Digital Images		
Compare and contrast image file formats		
Distinguish between raster and vector graphics		
Identify resources used to access and digitize graphics		
Understand how images are digitized and displayed		
Create and Edit Images		
Identify and compare the different kinds of graphic art software		
Use image editing software to create and edit a digital image		
Digital Audio		
Describe how sound is digitized and reproduced		
Identify and compare audio file formats		
Audio Editing Techniques		
Analyze techniques for editing a digital audio file		
Describe audio editing software		
Digital Video		
Describe how video is digitized and reproduced		
Identify and compare video file formats and encoding methods		
Create a Multimedia Presentation		
Differentiate between linear and non-linear presentations		
Incorporate digital images and audio in a presentation		
Incorporate hyperlinks in a presentation		
Word Processing Software Basics		
Identify key features and functions of word processing software		
Identify terminology associated with word processing software		
Understand how word processing software is used in the real world		
Create and Format a Letter		
Identify the characteristics of a professional letter		
Identify word processing features that are useful for letter writing and formatting		
Use word processing features to create and format a letter		
Format a Research Paper		
Format a multi-page research paper according to a set of approved style guidelines		
Identify commonly used style guidelines for academic papers (APA, MLA, CSE, ACS) and the disciplines in which they are used.		
Understand the use of style guidelines for formatting academic papers		

Unit	Lesson	Lesson Objectives
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Create a Business Card and a Flyer

- Create a business card
- Create an advertising flyer
- Define desktop publishing
- Identify desktop publishing features in a word processing program

Databases

Databases

- Define database
- Distinguish databases from spreadsheets
- Identify basic components of databases
- Identify common uses of databases in business

Database Software Basics

- Explore forms
- Explore queries and reports
- Identify key features of database software

Relating Fields and Records

- Analyze the table relationships of a database
- Describe how fields and records in different tables are related
- Describe primary keys
- Discuss the difference between flat files and relational databases

Creating a Database

- Describe how to choose a primary key
- Describe how to organize information in fields of data
- Discuss the steps necessary to prepare for creating a database
- Discuss when to create a database

Locate and Sort Data

- Use tools to locate data in a database
- Use tools to sort data in a database

Query Data

- Create and run complex queries
- Create and run simple queries
- Identify the uses of queries in a database

Unit	Lesson	Lesson Objectives
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Export Data

- Identify options for exporting query data
- Use database tools to export query data to a document
- Use database tools to export query data to a spreadsheet

Using Reports to Communicate Data

- Describe how to use reports to communicate data effectively
- Describe how to use tools to include calculated figures in reports
- Identify different kinds of data reports

Introduction to Programming

Programming Overview

- Define computer program, programming, and programming language
- Discuss the history and development of programming languages
- Identify persons who contributed significantly to the field of computer programming

Algorithms

- Define and describe the purpose of algorithms
- Identify examples of algorithmic problem solving in everyday life

Programming Design

- Define and discuss object-oriented programming design
- Define and discuss structured programming design
- Define and discuss the significance of programming design
- Define and discuss top-down programming design
- Identify three types of programming design

Logic Problems

- Define logic and logic problems in relation to computer programming
- Give examples of logic problems in relation to computer programming
- Identify and discuss strategies for solving logic problems

Writing a Problem Statement

- Analyze writing a problem statement
- Define problem statement
- Describe the importance of writing problem statements when designing software
- Identify characteristics of effective problem statements

Exploring a Problem and Communicating a Solution

- Describe strategies used to explore a problem
- Explain how to communicate the design of an algorithm and the flow of data

Unit	Lesson	Lesson Objectives
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Using Flowcharts and Pseudocode

- Analyze the use of flowcharts and pseudocode in designing a computer program
- Communicate the design of a program in a flowchart
- Communicate the design of a program in pseudocode

Write and Test Code

Variables and Data Types

- Define and discuss the use of data types
- Define and discuss the use of variables
- Identify common data types used in programming

Functions, Procedures, Arguments and Parameters

- Analyze the similarities and differences between procedures and functions
- Define and discuss the use of parameters and arguments
- Define and discuss the use of procedures and functions

Conditional Statements

- Analyze the use of else and elif statements
- Analyze the use of if statements
- Define and discuss the use of conditional statements in computer programming

Iteration

- Define and describe the use of iteration in computer programming
- Identify the use of iteration to repeat a set of programming instructions

Internal Data Representation

- Describe computer numbering systems and internal data representation
- Describe how to convert between binary and decimal number systems
- Identify binary, octal, decimal, and hexadecimal number systems

Integrated Development Environments

- Define integrated development environment (IDE)
- Describe and differentiate between compilers and interpreters
- Identify popular IDEs
- Identify the components of an IDE and the purpose of each

Resources for Programmers

- Identify other resources for computer programming
- Identify reference materials for computer programming

Unit	Lesson	Lesson Objectives
		Program with Variables <ul style="list-style-type: none">Create variables of different data types and use them in codeDescribe naming conventions for variablesDescribe the importance of using correct syntax
		Program with Functions and Arguments <ul style="list-style-type: none">Analyze the use of syntax when using functions and argumentsWrite a function, with and without an argument
		Testing and Fixing Code <ul style="list-style-type: none">Describe the process of fixing and verifying codeDescribe the process of testing code
		Program with Lists and Loops
		Use Conditional Statements <ul style="list-style-type: none">Use else-if statements in a programUse if-then statements in a program
		Use Data Structures <ul style="list-style-type: none">Describe an array and how it differs from a listDefine and give examples of ordered data structuresUse a list and list methods in a program
		Use Iteration <ul style="list-style-type: none">Use iteration to change an ordered data structureUse iteration to repeat a set of programming instructions
		Readable Code <ul style="list-style-type: none">Analyze how code formatting improves readabilityDefine readable codeDiscuss the importance of writing code that is readableIdentify the characteristics of readable code
		Encode and Decode Text <ul style="list-style-type: none">Define and differentiate between ASCII and Unicode character encodingDefine and discuss the use of character encodingWrite a program to decode a Unicode character encoding into textWrite a program to encode a text string in Unicode

Unit	Lesson	Lesson Objectives
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Types of Errors

- Define and discuss logic errors
- Define and discuss run-time errors
- Define and discuss syntax errors
- Define errors in the context of computer programming
- Identify three types of errors

Debugging a Program

- Debug a program
- Define and differentiate between diagnosing and troubleshooting
- Define bugs and debugging

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
			<p>Exploring Software Development</p> <ul style="list-style-type: none"> Define formal and informal development method and identify the stages in the waterfall model of software design Define open source software, closed source software, proprietary software, and forking Describe how iterative and incremental models of software development work Identify common roles for members of a programming team and define deadline and external factors Identify the stages of the spiral model <p>Developing Solutions</p> <ul style="list-style-type: none"> Define client, stakeholder, and end user Define dependency Define Software Requirements Specification Identify types of client requirements <p>Planning</p> <ul style="list-style-type: none"> Define flowchart and shelfware Define functional specification and use case Define programming paradigm and structure Define software architect and identify software architecture topics Identify common programming paradigms <p>Writing and Testing</p> <ul style="list-style-type: none"> Define code style and identify the purpose of coding principles and style guides Define Quality Assurance, usability testing, test case, and automated testing Identify common methods for organizing the code writing Read The Zen of Python Visit the Python style guide <p>Assignment 6A</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>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
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
Interactive Drawing Program			
			<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	Lesson	Lesson Objectives
Epic Beginnings		
Part 1: Epic Poetry: <i>Gilgamesh</i>		
Analyze the impact of features of an epic on plot.		
Evaluate the structure of an epic.		
Identify features of epic poetry.		
Part 2: Epic Hero: <i>Gilgamesh</i>		
Determine themes.		
Identify characteristics of an epic hero and cite evidence from the text.		
Recognize interactions between themes within a text.		
Part 3: Writing to Analyze the Epic Hero in <i>Gilgamesh</i>		
Form conclusions about a character.		
Organize writing according to purpose.		
Paraphrase evidence from the text to support conclusions.		
Introduction to Anglo-Saxon Literature: <i>Beowulf</i>		
Analyze the development of the English language.		
Make inferences that are well supported by textual evidence.		
Recognize the characteristics of the Anglo-Saxon period.		
Characterization in <i>Grendel</i>		
Analyze characterization.		
Compare two interpretations of the same story.		
Identify point of view and perspective.		
Building Vocabulary: Word Roots, Affixes, and Reference Materials		
Analyze word parts to determine meaning, spelling, and usage.		
Recognize word roots and affixes.		
Use reference materials to determine the correct spelling and usage of a word.		
Writing a Narrative Application Essay		
Analyze how a sequence of events can affect plot.		
Develop a narrative with dialogue and description.		
Revise writing to build precision and add a reflection.		
Write a narrative essay about a hero.		
From the Middle Ages through the Renaissance		
Satire in The Pardoner's Tale		
Analyze characterization.		
Analyze satire.		
Identify characteristics of the medieval period.		
Chivalry in the Middle Ages: <i>Sir Gawain and the Green Knight</i>		
Analyze characters.		
Identify characteristics of a chivalric hero.		
Identify features of medieval court culture and chivalry.		

Unit	Lesson	Lesson Objectives
		<p>Central Ideas and Context: <i>Utopia</i></p> <ul style="list-style-type: none"> Connect a text to its social and historical context. Critique ideas in a text. Identify central ideas and supporting details in a text. <p>Parts of Speech: Gerunds, Participles, and Infinitives</p> <ul style="list-style-type: none"> Identify the function of phrases within a sentence. Recognize gerunds, participles, and infinitives. Use gerunds, participles, and infinitives correctly. <p>Writing an Informative Essay about a Utopia</p> <ul style="list-style-type: none"> Generate ideas and supporting details based on a given topic. Organize and develop ideas. Revise writing to create cohesion and vary syntax. Write an informative essay.
Life in the Renaissance		
		<p>Speeches of Queen Elizabeth I</p> <ul style="list-style-type: none"> Analyze an author's use of rhetorical appeals. Compare and contrast two persuasive texts. Determine an author's purpose. <p>Part 1: An Introduction to Elizabethan England</p> <ul style="list-style-type: none"> Analyze the effects of point of view on a reader. Cite textual evidence to support inferences. Identify explicit and implicit information about a time period. <p>Part 2: Summarizing Central Ideas about Elizabethan England</p> <ul style="list-style-type: none"> Analyze the development of central ideas. Determine central ideas in an informational text. Objectively summarize a text. <p>Part 3: Text Structure in an Informational Text</p> <ul style="list-style-type: none"> Analyze the author's use of chronological text structure. Evaluate the effectiveness of text structure and style. Identify chronological text structure. <p>Part 4: Writing to Evaluate Mortimer's Style</p> <ul style="list-style-type: none"> Develop a paragraph with relevant evidence. Evaluate the effectiveness of an author's style. Use precise language appropriate for the audience and purpose. <p>Connecting Sentences and Clauses</p> <ul style="list-style-type: none"> Identify different types of clauses. Correctly use coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs. Recognize compound and complex sentences.

Unit	Lesson	Lesson Objectives
	Creating a Time Travel Brochure	<ul style="list-style-type: none"> Anticipate and address counterclaims. Introduce and develop a claim using supporting evidence. Use formatting and graphics effectively.
Elizabethan Drama: <i>The Tragedy of Hamlet</i>		
	Hamlet , Part 1: An Introduction to Elizabethan Theater	<ul style="list-style-type: none"> Analyze characterization. Evaluate an author's use of dramatic conventions. Identify and analyze the elements of a drama.
	Hamlet, Part 2: Word Choice and Tone	<ul style="list-style-type: none"> Analyze the impact of word choice on meaning and tone. Determine word meaning by using context. Evaluate words with multiple meanings.
	Hamlet, Part 3: Figurative Language and Allusions	<ul style="list-style-type: none"> Analyze the effect of language choices. Determine the meaning of allusions. Identify figurative language.
	Hamlet , Part 4: Comparing and Contrasting Interpretations	<ul style="list-style-type: none"> Analyze a source text that is commonly adapted. Compare and contrast different adaptations. Evaluate the choices of an adaptation.
	Hamlet , Part 5: Characteristics of Elizabethan Drama	<ul style="list-style-type: none"> Draw conclusions about what makes a character complex. Make connections between characteristics of Elizabethan drama and <i>Hamlet</i> . Support conclusions with evidence from the text.
	Hamlet, Part 6: Applying Literary Criticism	<ul style="list-style-type: none"> Analyze a text using a historical lens. Analyze a text using feminist lens. Analyze a text using formalist lens.
	Hamlet , Part 7: Plot and Character	<ul style="list-style-type: none"> Analyze character development. Analyze how conflict drives plot in a story. Evaluate the impact of plot on character development.
	Hamlet , Part 8: Themes	<ul style="list-style-type: none"> Analyze the development or interaction of themes within a text. Determine themes in a text. Summarize the development of a theme objectively.
	Creating a Storyboard	<ul style="list-style-type: none"> Adapt speech for a specific audience. Analyze the effect of word choice on tone. Evaluate the impact of adaptations made to a source text.

Unit	Lesson	Lesson Objectives
The Enlightenment in England		
Central Ideas in <i>A Vindication of the Rights of Woman</i>		
Analyze the development of an argument.		
Determine the central ideas of a text.		
Summarize a text objectively.		
Satire in Swift's "A Modest Proposal"		
Analyze rhetorical devices, including irony, understatement, and false premises.		
Determine an author's purpose.		
Identify and analyze satire.		
Satire in Swift's "A Modest Proposal" (Continued)		
Analyze a satire.		
Maintain an objective tone.		
Summarize a text, using paraphrasing and quotations.		
Comparing Eighteenth-Century Texts on Slavery		
Compare and contrast how two texts address the same topic.		
Determine an author's purpose for writing.		
Use textual evidence to identify an author's explicit and implicit assumptions and beliefs.		
Word Meaning in the Preface to <i>A Dictionary of the English Language</i>		
Analyze how an author uses and refines the meaning of a key term over the course of a text.		
Recognize the historical and literary significance of a foundational text.		
Use context clues or connotations to determine word meaning.		
Writing a Research-Based Informative Essay about Language		
Develop an analysis with researched evidence.		
Organize complex ideas by using a thesis statement, developed paragraphs, and transitions.		
Revise writing for formal style and a strong conclusion.		
Enlightenment Ideas in America		
Analyze word choice.		
Compare and contrast two foundational US texts.		
Identify an author's purpose and use of rhetorical appeals.		
Romanticism in England		
Introduction to Romanticism		
Analyze the impact of word choice on a poem's meaning and tone.		
Evaluate sound devices in poetry.		
Recognize the characteristics of the romantic period.		
Themes in the Poetry of Keats		
Analyze the impact of word choice on meaning and tone.		
Compare two texts with related themes.		
Determine a theme.		

Unit	Lesson	Lesson Objectives
		<p>Haiku and Romantic Poetry</p> <ul style="list-style-type: none"> Compare and contrast two poetic forms. Determine the mood of a poem. Recognize structural elements and motifs in haiku poetry. <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>Writing a Literary Analysis Essay about Poetry</p> <ul style="list-style-type: none"> Analyze poetry and use the analysis to develop ideas. Revise writing to include transitions and appropriate terminology. Structure writing to present ideas and evidence. Write an analytical essay.
		<p>The Gothic Novel: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i></p> <p>Part 1: Gothic Fiction: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i></p> <ul style="list-style-type: none"> Analyze characterization in gothic fiction. Analyze setting in gothic fiction. Identify mood in gothic fiction. <p>Part 2: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> : Plot Development and Conflict</p> <ul style="list-style-type: none"> Evaluate how plot elements and conflict create suspense. Identify conflict. Recognize plot elements and analyze plot development. <p>Part 3: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> : Making Inferences and Predictions</p> <ul style="list-style-type: none"> Analyze characters' internal conflicts. Make and check predictions. Make inferences about a story. <p>Part 4: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> : Theme</p> <ul style="list-style-type: none"> Analyze the way a theme is developed. Identify themes in a text. Make connections between events in the plot and themes. <p>Part 5: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> : Summary and Plot Development</p> <ul style="list-style-type: none"> Analyze the point of view and perspectives in a text. Determine the effects of plot devices on a story. Summarize plot events. <p>Part 6: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> : Character</p> <ul style="list-style-type: none"> Analyze characterization. Compare and contrast characters. Explain how a character develops.

Unit	Lesson	Lesson Objectives
Part 7: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> : Conflict and Resolution		
Analyze the relationship between plot and conflict.		
Identify conflicts, complications, and resolution.		
Make connections between a story's resolution and its theme(s).		
Edgar Allan Poe's "The Tell-Tale Heart"		
Analyze aspects of narration, including point of view and unreliable narration.		
Compare and contrast two gothic texts.		
Identify features of gothic literature.		
Creating a Movie Poster		
Create an appropriate mood through the use of images.		
Identify the purpose and elements of an advertisement.		
Write effective text elements to use with images.		
Nineteenth-Century England		
Part 1: A Comedy of Manners: <i>The Importance of Being Earnest</i>		
Analyze how a comedy of manners critiques society.		
Explain how humor can make a critique effective.		
Identify features of a comedy of manners.		
Part 2: Literary Devices in <i>The Importance of Being Earnest</i>		
Determine the effects of literary devices such as puns, paradoxes, epigrams, and understatement.		
Identify and analyze epigrams and understatement.		
Identify and analyze puns and paradoxes.		
Part 3: Characterization in <i>The Importance of Being Earnest</i>		
Analyze how historical context affects characterization.		
Determine characteristics.		
Draw conclusions about a character's values.		
Comparing and Contrasting Two Versions of <i>The War of the Worlds</i>		
Analyze how a text conveys an author's purpose.		
Analyze the aesthetic impact of a text.		
Compare and contrast the crafts of two versions of a text.		
Using Pronouns Correctly		
Recognize and correct vague pronouns and pronoun shifts.		
Use reflexive, intensive, and reciprocal pronouns correctly.		
Use subjective, objective, and possessive pronouns correctly.		
Writing an Argumentative Essay about an Ethical Issue		
Anticipate and address counterclaims.		
Introduce and develop claims using supporting evidence and rhetorical devices.		
Revise writing to strengthen connections between ideas and maintain a formal style.		

Unit	Lesson	Lesson Objectives
The First Half of the Twentieth Century		
<p>Style in Poems by Rabindranath Tagore</p> <ul style="list-style-type: none"> Analyze the effects of apostrophe on an author's style. Identify and analyze figurative language and imagery. Identify features of lyric poetry. <p>Sound and Structure in Poems by Dylan Thomas and W. B. Yeats</p> <ul style="list-style-type: none"> Analyze refrains and parallelism in poems. Identify and analyze rhyme and meter. Identify and compare themes in two poems that treat similar topics. <p>Analyzing US World War II Political Messages</p> <ul style="list-style-type: none"> Analyze the visual and textual elements of persuasive messages. Compare and contrast a political speech with a media campaign. Determine a speaker's purpose in a speech. <p>Using Punctuation</p> <ul style="list-style-type: none"> Use punctuation (commas, dashes, or parentheses) to set off nonrestrictive elements. Punctuate lists and series correctly. Use hyphens correctly. <p>Writing an Analysis of Media Messages</p> <ul style="list-style-type: none"> Analyze elements of a media campaign. Develop an analysis using specific examples and descriptions. Revise writing to strengthen word choice. 		
Cultural Reflections in Art and Artifacts		
<p>Part 1: Text Details and Context Clues in an Informational Text</p> <ul style="list-style-type: none"> Analyze an author's use of supporting and descriptive details. Analyze the use of images in a text. Use context clues to determine the meanings of domain-specific words. <p>Part 2: Summarizing an Author's Viewpoint in an Informational Text</p> <ul style="list-style-type: none"> Analyze an author's use of external sources. Determine an author's viewpoint in a nonfiction text. Provide an objective summary of a text. <p>Part 3: Using Media to Extend Understanding of an Informational Text</p> <ul style="list-style-type: none"> Analyze the cultural and historical significance of an object. Analyze the way an author engages a reader. Compare the experience of reading text and listening to audio about the same topic. <p>Analyzing Ekphrastic Poetry</p> <ul style="list-style-type: none"> Analyze a poem's treatment of a subject. Analyze art as a visual text. Compare and contrast the treatment of the same subject in two poems. 		

Unit	Lesson	Lesson Objectives
		<p>Contested Usage</p> <ul style="list-style-type: none"> Identify active and passive voice and determine when to use passive voice. Identify split infinitives and determine when to use them. Recognize prepositions and determine when it is appropriate to end a sentence with a preposition. <p>Creating a Museum Exhibit</p> <ul style="list-style-type: none"> Choose appropriate information from reliable sources. Generate questions to guide research. Plan, organize, and design the components of a webpage.
		<p>Contemporary Voices</p> <p>Fantasy Literature: J. R. R. Tolkien's <i>The Fellowship of the Ring</i></p> <ul style="list-style-type: none"> Analyze characterization. Identify setting. Recognize elements of fantasy literature. <p>Contemporary Poetry: Seamus Heaney's "Digging"</p> <ul style="list-style-type: none"> Analyze diction in a poem. Compare and contrast poetry from two different cultures. Identify and analyze sound devices in a poem. <p>Writing a Persuasive E-mail</p> <ul style="list-style-type: none"> Establish a claim and support it with evidence and rebuttals. Maintain formality when writing in a digital platform. Structure a persuasive letter. <p>Allusions and Perspective in Derek Walcott's <i>Midsummer</i></p> <ul style="list-style-type: none"> Analyze a speaker's perspective. Identify allusions and determine their effects. Make connections between allusions and perspective. <p>Historical and Cultural Context in "Civil Peace"</p> <ul style="list-style-type: none"> Analyze the effects of setting on character and events. Determine theme in a fictional text. Interpret dialect within a story's dialogue.
		<p>Success and Planning for the Future</p> <p>Analyzing a Procedural Text: <i>How to Find Out Anything</i></p> <ul style="list-style-type: none"> Follow a procedural text and understand how to evaluate results. Identify and analyze text features. Recognize the structure and elements of a procedural text, including signal words. <p>Analyzing Career Information from the Bureau of Labor Statistics Website</p> <ul style="list-style-type: none"> Determine an author's purpose. Evaluate the effectiveness of a text's structure. Interpret information in charts and graphs.

Unit	Lesson	Lesson Objectives
		<p>Writing a Personal Statement</p> <ul style="list-style-type: none"> Introduce the topic and point of view of a personal statement. Provide a conclusion that reflects on experiences discussed in the narrative. Use precise details to develop and relay events and experiences. <p>Purpose and Format in "The Leader in the Mirror"</p> <ul style="list-style-type: none"> Analyze an author's use of particular genres or modes. Compare and contrast how texts in different genres treat the same topic. Identify an author's purpose for writing. <p>Speaking and Listening: Formal Debate</p> <ul style="list-style-type: none"> Apply rules for effective speaking and listening. Identify the elements and types of a formal debate. Recognize strategies for presenting arguments effectively, including the use of evidence and persuasive techniques. <p>Writing an Argument about How to Define Success</p> <ul style="list-style-type: none"> Develop a claim using strong reasons and evidence while addressing one or more counterclaims. Introduce and establish the significance of a claim in an introduction. Revise writing to eliminate biases, misconceptions, or fallacious reasoning. Write an argumentative essay.

Unit	Lesson	Lesson Objectives
Fitting In		
Introduction to Identity and Fitting In		
Identify the elements of a story		
Reflect on how characters and events connect in a story		
Trace plot developments in a short story		
Characters in <i>Holes</i>		
Distinguish between stated and implied character traits		
Infer to identify implied traits		
Understand how an author reveals details about a character		
Narrative Structure in <i>Holes</i>		
Evaluate an author's craft		
Identify the narrative structure of a story		
Understand the purpose of flashbacks		
Details in a Middle Schooler's Personal Narrative		
Connect to the writer's central idea		
Identify details that tell what happened to the writer		
Understand the characteristics of a personal narrative		
Setting in <i>A Girl Named Zippy</i>		
Analyze how setting conveys historical context		
Consider why an author writes about his or her own life		
Identify aspects of setting		
Context Clues and Multiple-Meaning Words		
Determine the appropriate meaning of multiple-meaning words		
Identify context clues within sentences and paragraphs		
Use context clues to determine the meanings of unfamiliar words		
Writing a Personal Narrative about Fitting In		
Brainstorm and sequence events in chronological order		
Revise to use descriptive details and sensory words		
Write an engaging personal narrative through the writing process		
Making Changes		
Making Changes: Central Ideas in <i>Immigrant Kids</i>		
Analyze text details that support a central idea		
Identify and paraphrase central ideas		
Understand the purpose of an informational text		
Ellis Island National Monument Online: Text and Visual Details		
Analyze details presented both textually and visually		
Combine details to determine central ideas		
Use photographs to understand the historical context of an informational text		

Unit	Lesson	Lesson Objectives
		<p>Ellis Island National Monument Online: Cause-and-Effect Structure</p> <ul style="list-style-type: none"> Analyze how ideas within informational text are organized Connect a text's structure to its purpose Identify cause and effect relationships within a text <p>Responding to Quotations in an Informational Text</p> <p>Bringing the 1930s to Life in <i>Brighton Beach Memoirs</i></p> <ul style="list-style-type: none"> Analyze how a drama conveys historical context Explain how a playwright develops a character's perspective Identify structural elements of a drama <p>Sentence Patterns</p> <ul style="list-style-type: none"> Evaluate the use of varied sentence patterns in writing Explain how varied sentence patterns can affect fluency, style, and tone Recognize and correct incomplete fragments and run-on sentences <p>Writing an Informative Essay about the Immigrant Experience</p> <ul style="list-style-type: none"> Identify appropriate sources for research Organize ideas and information Revise to use concrete details Write an informative essay with clearly organized ideas
		<p>That's Pretty Clever</p> <p>That's Pretty Clever! Characters in <i>The Number Devil</i></p> <ul style="list-style-type: none"> Determine how a character can convey an author's purpose for writing Distinguish between a protagonist and an antagonist Understand a character's purpose in a story <p>Author's Viewpoint in <i>Bone Detective</i></p> <ul style="list-style-type: none"> Analyze how a key individual is illustrated in an informational text Determine the author's viewpoint in an informational text Understand the connection between an author's viewpoint and purpose for writing <p>Analyzing a Text by Comparing and Contrasting</p> <ul style="list-style-type: none"> Recognize the use of a compare-and-contrast text structure in a text. Understand compare-and-contrast signal words and the compare-and-contrast text structure. Write an analysis using a compare-and-contrast text structure. <p>Synthesizing Information about the <i>Apollo 11 Moon Landing</i></p> <ul style="list-style-type: none"> Combine information from different sources Compare two articles about the same events Understand how texts show problems and solutions <p>Denotation and Connotation</p> <ul style="list-style-type: none"> Determine how authors use the emotional meanings of words to show feeling Identify the dictionary meanings and emotional meanings of words Understand the differences between words with similar meanings Understand word choice

Unit	Lesson	Lesson Objectives
	Creating a Yearbook Page	<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
Making Sense		
	Perseverance and Making Sense: <i>Through the Looking Glass</i>	<ul style="list-style-type: none"> Identify what makes <i>Through the Looking Glass</i> a fantasy Predict what will happen by using clues from the text Understand the language Lewis Carroll uses in the story
	Figurative Language in <i>Through the Looking Glass</i>	<ul style="list-style-type: none"> Analyze the use of opposites Ask and answer questions to monitor understanding Visualize to interpret figurative language
	Making Inferences about Events in <i>Through the Looking Glass</i>	<ul style="list-style-type: none"> Infer the deeper meaning of the words on a page Decide what is logical and what is not Identify the important details in a story
	Word Choice and Tone in <i>Through the Looking Glass</i>	<ul style="list-style-type: none"> Analyze how word choice impacts tone Identify the tone of a text Monitor understanding during reading
	Characters in <i>Through the Looking Glass</i>	<ul style="list-style-type: none"> Analyze how Lewis Carroll develops characters Explore the relationship between characters Identify character traits
	Symbols in <i>Through the Looking Glass</i>	<ul style="list-style-type: none"> Analyze symbols in <i>Through the Looking Glass</i> Explore the ways authors use symbols Understand how a character can symbolize the life of an author
	Theme in <i>Through the Looking Glass</i>	<ul style="list-style-type: none"> Connect the theme to your own life and to the world Determine the theme using story details Understand what a theme is
	Writing an Analysis of Poetry	<ul style="list-style-type: none"> Develop a thesis using text evidence Revise to establish a formal tone and style Write a literary analysis of the use of text within a text

Unit	Lesson	Lesson Objectives
Planning and Building		
Building and Creating: Distinguishing Fact from Opinion in an Essay		
Cite facts that support a speaker's opinions		
Distinguish between facts and opinions in a personal essay		
Draw conclusions about a central idea that is unstated		
Objective Language in a Speech about the Brooklyn Bridge		
Construct an objective summary		
Distinguish between objective and subjective language		
Explore the historical context of a speech		
Figurative Language in a Poem about the Empire State Building		
Build background knowledge about a historic landmark		
Interpret figurative language in a poem		
Make connections to understand a poem's significance		
Responding to Facts in an Informational Text		
Describe how a writer's style changes depending on the audience and purpose		
Explain how facts help support the writer's opinion and shape the reader's impressions		
Respond to a writer's ideas		
Text Features in <i>A Short Walk Around the Pyramids and Through the World of Art</i>		
Synthesize information presented textually and visually		
Understand the purpose of text features		
Use text features to interpret important details in the text		
<i>Frida Kahlo</i> : Word Choice in a Biography		
Explore how word choice can indicate how the author feels about a topic		
Form an opinion of a person based on a biography		
Understand the purpose and organization of a biography		
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 listening guidelines for listening and speaking in a group		
Writing an Argument about a National Landmark		
Develop a claim, reasoning, and evidence to make an argument		
Revise to clarify the relationships between reasons and evidence		
Support reasons with credible sources		
Write an argument with a logical concluding statement		
New Beginnings		
New Beginnings: Characters in <i>Roll of Thunder, Hear My Cry</i>		
Analyze what characters do and why they do it.		
Explore how stories connect readers to history.		
Investigate a character's motivation.		
Read an excerpt from <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor.		

Unit	Lesson	Lesson Objectives
		<p>Making Connections to <i>Roll of Thunder, Hear My Cry</i> Analyze the tone of a fictional text Evaluate how the relationships in a story relate to a larger theme Make text-to-self connections to understand a story</p> <p>Writing a Strong Conclusion Evaluate the impact of a strong story conclusion Examine how transitions are used to organize a story Write a concluding paragraph that resolves a conflict</p> <p>Author's Craft in <i>Wonder</i> Explore an author's inspiration for writing Identify how details help in characterization Make inferences to explain what is not stated in a text</p> <p>Monitoring Understanding in <i>Wonder</i> Make a personal connection to evaluate a character in a story Monitor understanding of plot events Visualize to understand the characters in a story</p> <p>Character Development in <i>Esperanza Rising</i> Analyze how an author uses descriptions to develop characters Describe how a character responds to plot events Examine details that show how a character changes</p> <p>Pronouns Identify and use personal pronouns Identify and use reflexive and intensive pronouns Recognize how to use pronouns in the correct case and with clarity</p> <p>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</p>
		<p>Overcoming Obstacles</p> <p>Overcoming Obstacles: Word Choice in <i>Heart of a Samurai</i> Analyze how word choice and pacing add excitement to a story Examine how word choice conveys historical context Understand the purpose of a cliffhanger in a story</p> <p>Characterization in <i>Heart of a Samurai</i> Analyze how an author's word choice affects character development Cite details to make inferences Connect characterization to theme</p> <p>Connecting to Text in <i>The Boy Who Harnessed the Wind</i> Analyze an author's descriptions of personal experiences Apply context to the ideas in a text Make connections between a written version and a filmed version of an author's experience</p>

Unit	Lesson	Lesson Objectives
		<p>Visual Text Features in <i>Into the Unknown</i></p> <ul style="list-style-type: none"> Analyze how visual text features convey information Explore the purpose of text features Use text features to examine people profiled in a text <p>Understanding Mythology in <i>Black Ships Before Troy</i></p> <ul style="list-style-type: none"> Analyze backstory to identify theme Connect the concepts of heroism to Greek mythology Identify elements of mythology <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> Edit for punctuation and capitalization Identify common errors in punctuation and capitalization Understand punctuation and capitalization rules <p>Writing an Analysis of Literary Characters</p> <ul style="list-style-type: none"> Revise to clarify the relationships between ideas through transitions and details Use text evidence to plan a compare-and-contrast analysis Write an analysis that compares how culture shapes two characters in different texts

Growing Up

	<p>Growing Up: Narrative Voice in <i>The Jungle Book</i></p> <ul style="list-style-type: none"> Analyze how point of view contributes to characterization Explore narrative point of view Understand the role of a narrator in the story <p>Sensory Language in <i>The Jungle Book</i></p> <ul style="list-style-type: none"> Explore why an author uses imagery Understand how imagery appeals to the senses Visualize to imagine description in the text <p>Plot Development in <i>The Jungle Book</i></p> <ul style="list-style-type: none"> Analyze the pacing of plot events Explore the development of rising action Understand the elements of a plot <p>Theme in <i>The Jungle Book</i></p> <ul style="list-style-type: none"> Cite details that support a theme Make text-to-self and text-to-world connections Recognize that a text can have multiple themes <p>Responding to Theme and Character in a Narrative</p> <ul style="list-style-type: none"> Choose details that indicate characters' actions and responses Reflect on an important theme in the text Write a paragraph that analyzes how theme impacts the characters <p>Comparing Prose and Poetry: Rudyard Kipling's "If"</p> <ul style="list-style-type: none"> Analyze thematic details in a poem Identify poetic elements Make connections between two works by the same author
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Unit	Lesson	Lesson Objectives
		<p>Using Reference Materials</p> <ul style="list-style-type: none"> Choose the best resource for a specific task Recognize the purpose of a dictionary and a thesaurus Use reference materials to clarify word meaning <p>Writing an Argumentative Essay about a Tradition</p> <ul style="list-style-type: none"> Establish a position on a topic with supporting reasoning and evidence Revise to create a strong conclusion Write a well-supported argumentative essay
Caretakers of the Earth		
		<p>Caretakers of the Earth: Examining the Legend of "The Chenoo"</p> <ul style="list-style-type: none"> Connect the purpose of a legend to its theme Explore legend as a genre Summarize a story <p>Narrative Point of View in <i>Seedfolks</i></p> <ul style="list-style-type: none"> Analyze why an author assigns a specific point of view to a narrator Examine how an author conveys a narrator's perspective Explore how a character's style of narration reveals character traits <p>Evaluating an Argument on Healthy Eating</p> <ul style="list-style-type: none"> Evaluate an author's argument for its effectiveness Explain how an author supports an argument with reasons and evidence Identify and trace an author's argument <p>Analyzing Procedural Text</p> <ul style="list-style-type: none"> Analyze the purpose of procedural writing Explore the steps in a process Write a recipe based on a procedural framework <p>Connecting to an Informational Text: <i>Steve and Bindi Irwin</i></p> <ul style="list-style-type: none"> Connect an informational text to self, to other texts, and to the world Explain the connection between an author's purpose and an overarching theme Recognize how to make connections in an informational text <p>Exploring Word Relationships and Figurative Language</p> <ul style="list-style-type: none"> Interpret figurative language Recognize relationships between words Understand how knowledge of figurative language improves comprehension and writing <p>Creating a Blog</p> <ul style="list-style-type: none"> Develop a claim with research and evidence Explore the purpose of a blog Research a topic

Unit	Lesson	Lesson Objectives
What's Out There?		
What's Out There: Exploring a Science Text in <i>A Black Hole Is NOT a Hole</i>		
Determine what makes sources credible for an informational text		
Examine a scientific introduction		
Identify the parts of a scientific text		
Understanding Complex Information in <i>A Black Hole Is NOT a Hole</i>		
Compare and contrast to analyze similarities and differences		
Determine the meaning of key terms using context		
Explore the author's use of humor		
Cause-and-Effect Structure in <i>A Black Hole Is NOT a Hole</i>		
Analyze cause-and-effect relationships		
Distinguish between causes and effects		
Examine information presented in different media or formats		
Analyzing Descriptions in <i>A Black Hole Is NOT a Hole</i>		
Cite text evidence that describes features, characteristics, or examples of black holes		
Evaluate the author's use of description text structure		
Investigate the purpose of incorporating images and renderings in a scientific text		
Making Connections in <i>A Black Hole Is NOT a Hole</i>		
Investigate the background of black hole detection		
Make connections between ideas and subjects in a science text		
Relate information explained in text form and in video form		
Questioning in <i>A Black Hole Is NOT a Hole</i>		
Interpret information presented graphically		
Practice using the questioning strategy		
Seek out possible answers to questions		
Drawing Conclusions in <i>A Black Hole Is NOT a Hole</i>		
Draw conclusions based on a scientific text		
Interpret a timeline		
Summarize a text		
Writing an Informative Essay about Nature		
Gather details and organize ideas to plan an informative essay		
Revise to use descriptive words		
Write an informative essay with precise details		
Making Tough Choices		
Making Tough Choices: Exploring Graphic Treatment in <i>Citizenship</i>		
Analyze the central idea of a text		
Determine an author's purpose		
Explore an informational text presented graphically		

Unit	Lesson	Lesson Objectives
		<p>Connecting to a Fight Against Bullying</p> <ul style="list-style-type: none"> Apply prior knowledge to a topic to increase comprehension Make text connections Synthesize learned ideas to create new ones <p>Retelling History through Biography</p> <ul style="list-style-type: none"> Analyze how an author uses various narrative points of view to present information Interpret the historical significance of primary sources Recognize the elements of a biography <p>Exploring Tone in Poetry</p> <ul style="list-style-type: none"> Analyze tone in a poem Determine how word choice affects the meaning of a poem Examine the historical context of a poem <p>Understanding Greek and Latin Affixes and Roots</p> <ul style="list-style-type: none"> Explore how affixes and roots affect the meaning of words Recognize roots and affixes with Greek and Latin origins Use Greek and Latin affixes and roots to determine word meaning <p>Writing an Argumentative Essay about an Injustice</p> <ul style="list-style-type: none"> Organize ideas based on reasoning and evidence Research to gather relevant information Revise writing to show relationships between ideas Write an argument with a strong concluding statement
Understanding Others		
		<p>Understanding Others: Analyzing Conflict in "Eleven"</p> <ul style="list-style-type: none"> Evaluate a character's actions Examine internal and external conflict Explore elements of plot in a short story <p>Writing a Thank-You Letter</p> <ul style="list-style-type: none"> Differentiate between formal and informal writing Understand the structure, purpose, and audience of a letter Write a formal thank-you letter to an author <p>Wordplay in <i>The Phantom Tollbooth</i></p> <ul style="list-style-type: none"> Analyze a writer's choice to use idioms Explore wordplay in a piece of fiction Identify examples of realism in a fantastical story <p>Characters' Perspectives in <i>The Phantom Tollbooth</i></p> <ul style="list-style-type: none"> Draw conclusions about a character from his or her perspective on a topic Examine different perspectives presented in a fiction text Explore how perspective shapes our experiences

Unit	Lesson	Lesson Objectives
		<p>Structure of a Drama: <i>Blanca Flor</i></p> <ul style="list-style-type: none">Analyze differences and similarities between narrative and dramatic textExplore the characteristics of a folktaleMake predictions to support comprehension
		<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 for 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 presents a focused message with supporting evidenceExplore 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
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		
		<p>Introduction to Heroism and American Heroes</p> <ul style="list-style-type: none"> Cite evidence of what a text explicitly says Determine and examine the author's purpose in a text Identify central ideas <p>Action and Rhyme in a Poem about a Female Civil War Hero</p> <ul style="list-style-type: none"> 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 <p>Elizabeth Cady Stanton's Early Influences</p> <ul style="list-style-type: none"> 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 <p>Cause and Effect in <i>The Great Fire</i></p> <ul style="list-style-type: none"> 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 <p>Themes in <i>The Great Fire</i></p> <ul style="list-style-type: none"> Analyze themes connected to heroism in a text Consider how themes are developed Determine several themes related to the topic of heroism <p>Signal Words</p> <ul style="list-style-type: none"> 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 <p>Writing an Informative Essay about an Event in History</p> <ul style="list-style-type: none"> 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		
		<p>Lives of Commitment: <i>Narrative of the Life of Frederick Douglass</i></p> <ul style="list-style-type: none"> Cite textual evidence that reveals the historical context Define personal narrative and explain how a text exemplifies this genre Make predictions about future events <p>Making Inferences in <i>Narrative of the Life of Frederick Douglass</i></p> <ul style="list-style-type: none"> 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> Examine how cause-and-effect relationships advance the narrative Explore how Douglass uses imagery to achieve his purpose Identify Douglass's purpose</p> <p>Analyzing Language in a Personal Narrative 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> <p><i>Harriet Tubman, Conductor on the Underground Railroad</i> : Rhetoric 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> <p>Context Clues, Roots, and Affixes 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> <p>Writing a Personal Narrative about an Important Person Develop narrative with strong supporting examples. Revise to show relationships among experiences and events. Write a descriptive personal narrative.</p>
Everyday Heroes		
		<p>Everyday Heroes: Poems by Nikki Giovanni 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> <p>Voice and Characters in "Raymond's Run" Analyze the relationship between voice and characterization Distinguish between direct and indirect characterization Interpret characters through their words and actions</p> <p>Writing about Theme in Fiction and Citing Evidence Cite evidence to support a theme Identify a theme in a short story Organize a paragraph using effective structure and transition words</p> <p>Conflict and Symbolism in "The Medicine Bag" Analyze conflict in a short story Interpret the use of dialogue to reflect characterization Interpret the use of symbolism in a short story</p> <p><i>We Shall Not Be Moved</i> : Monitoring Comprehension 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</p>

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	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, Glubbudrib, 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"	<ul style="list-style-type: none"> Based on a text, make logical inferences about cultural value. Draw conclusions about a text and support them with textual evidence. Examine the tradition and purpose of a creation myth.
	Jonathan Edwards's "Sinners in the Hands of an Angry God"	<ul style="list-style-type: none"> Evaluate rhetorical devices in a seminal US text. Examine the societal significance of an early American text. Interpret how connotative and denotative meanings of words affect word choice in a text.
	Thomas Paine	<ul style="list-style-type: none"> Analyze rhetorical technique and cite evidence to support its effectiveness. Examine the purpose of a text through the author's choice of language. Interpret figurative language to make meaning of a text.
	The Declaration of Independence	<ul style="list-style-type: none"> Analyze how the structure of a text contributes to its purpose. Evaluate the effectiveness of reasoning in a seminal US text. Examine the historical significance of a primary-source document.
	Sentence Fluency	<ul style="list-style-type: none"> Evaluate the sentence fluency of a text. Recognize and correct sentence fluency errors. Vary sentence patterns to enhance meaning, style, and the reader's experience.
Bright Romanticism: American Individualism		
	Fireside Poets	<ul style="list-style-type: none"> Analyze the structure of a poem. Compare and contrast two nineteenth-century poems. Interpret a poet's word choice and use of sensory language.
	Ralph Waldo Emerson	<ul style="list-style-type: none"> Assess the author's argument in a text, using evidence from the text. Compare the central ideas expressed in two essays. Summarize the central ideas in a text.
	Henry David Thoreau - <i>Walden</i>	<ul style="list-style-type: none"> Analyze how the author's ideas are developed through the structure of a text. Evaluate how ideas in a nineteenth-century text relate to today's cultural context. Identify imagery in a text and interpret how it supports the author's viewpoint.
	Henry David Thoreau - "Civil Disobedience"	<ul style="list-style-type: none"> Analyze the sequence of events in a nonfiction text. Apply prior knowledge to generate ideas about a nonfiction text. Evaluate the significance of an early American text and its influence on future philosophies.

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
	Choosing Language	<p>Analyze word choice to determine the author's purpose.</p> <p>Determine the impact of word choice on topic and theme in seminal works of American literature.</p> <p>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		
	A Look at the Fast-Food Industry by Eric Schlosser	<p>Analyze how the author develops central ideas.</p> <p>Critique the author's use of reasoning to support an argument.</p> <p>Use academic vocabulary to make meaning of a text.</p>
	The Poetry of Physics	<p>Cite evidence to analyze messages within and between texts.</p> <p>Evaluate information from different sources and media.</p> <p>Summarize and compare the central ideas of two texts.</p>
	A Response to 9/11 by Jonathan Safran Foer	<p>Analyze the assumptions and ambiguities in a text.</p> <p>Cite examples of an author's use of tone for impact and meaning.</p> <p>Evaluate the narration of a fictional text.</p>
	A Nonfiction Account of Hurricane Katrina by Dave Eggers	<p>Analyze a sequence of events in its cultural context.</p> <p>Draw conclusions about conflicts and themes found in a text.</p> <p>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>Analyze an argument for structure and logic.</p> <p>Evaluate evidence in an argument.</p> <p>Summarize central ideas in a text and analyze their development.</p>
	Research Workshop: Writing and Presenting the Argumentative Essay, Part 1	<p>Conduct appropriate research using relevant print and digital sources, with standard source citation.</p> <p>Construct an argumentative essay that supports a specific claim.</p> <p>Edit and rewrite for word choice and sentence fluency.</p> <p>Organize and write a clear, coherent argumentative essay based on reason and evidence using an appropriate style.</p> <p>Revise for the writing traits of ideas and organization.</p>
	Research Workshop: Writing and Presenting the Argumentative Essay, Part 2	<p>Create a presentation that makes strategic use of a variety of digital media.</p> <p>Present information clearly for the targeted audience, with supporting evidence.</p> <p>Write an argumentative speech that demonstrates a clear command of formal English.</p>

Unit	Lesson	Lesson Objectives
Foundations of Euclidean Geometry		
	Euclidean Geometry	Analyze descriptions and diagrams that illustrate basic postulates about points, lines, and planes. Identify and name undefined terms of point, line, plane, and distance along a line.
	Defining Terms	Identify and name a pair of parallel lines, a pair of perpendicular lines, a ray, an angle, an arc, a circle, and a line segment. Use undefined terms to precisely define parallel lines, perpendicular lines, ray, angle, arc, circle, and line segment.
	Measuring Length and Angles	Apply the protractor postulate and angle addition postulate to calculate angle measures. Apply the ruler postulate and segment addition postulate to calculate the lengths of line segments. Identify a midpoint or bisector of a line segment or angles.
	Introduction to Proof	Complete the steps to prove algebraic and geometric statements. Identify proof formats, the essential parts of a proof, and the assumptions that can be made from a given drawing.
	Linear Pairs and Vertical Angles	Identify linear pairs and vertical angles from given diagrams. Calculate angle measures by using definitions and theorems about linear pairs and vertical angles. Complete the steps to prove statements using linear pairs and vertical angles.
	Complementary and Supplementary Angles	Complete the steps to prove statements using complementary angles and supplementary angles. Identify complementary angles and supplementary angles from given diagrams. Solve problems involving measures of complementary and supplementary angles.
	Performance Task: Constructions	
Geometric Transformations		
	Introduction to Transformations	Identify the type of transformation given a pre-image and an image. Determine if a transformation is isometric and identify corresponding parts of the pre-image and image.
	Reflections	Describe the properties of and write rules for reflections. Determine the image or pre-image of a figure after a given reflection. Develop the definition of a reflection using constructions.
	Translations	Determine the image or pre-image of a figure after a given translation. Develop the definition of a translation using constructions. Write the rule that describes a given translation.
	Rotations	Describe the properties of and write rules for rotations. Determine the image or pre-image of a figure after a given rotation. Develop the definition of a rotation using constructions.

Unit	Lesson	Lesson Objectives
	Compositions	<p>Determine the image of a figure after a given composition of transformations.</p> <p>Determine the rule that describes a given composition of transformations.</p>
	Symmetry	<p>Identify reflectional symmetry in geometric figures and the number of lines of symmetry.</p> <p>Identify rotational symmetry and its order in geometric figures.</p>
Angles and Lines		
	Parallel and Perpendicular Lines	<p>Construct parallel and perpendicular lines.</p> <p>Identify parallel, perpendicular, and skew lines from three-dimensional figures.</p> <p>Solve problems involving the distance from a point on the perpendicular bisector to both endpoints of the line segment.</p>
	Lines Cut by a Transversal	<p>Complete the steps to prove angle relationships given parallel lines cut by a transversal.</p> <p>Solve for angle measures when parallel lines are cut by a transversal.</p>
	Proving Lines Parallel	<p>Apply theorems to determine if lines are parallel.</p> <p>Prove lines are parallel given angle relationships.</p>
	Slopes of Parallel and Perpendicular Lines	<p>Complete the steps to prove the slope criteria for parallel and perpendicular lines using coordinate geometry.</p> <p>Determine if two lines are parallel or perpendicular.</p> <p>Use slope criteria to find additional points on a line parallel or perpendicular to a given line.</p>
	Writing Linear Equations	<p>Write the equation of a line parallel to a given line that goes through a particular point.</p> <p>Write the equation of a line perpendicular to a given line or segment that goes through a particular point.</p>
Triangles		
	Triangle Angle Theorems	<p>Calculate the measures of interior and exterior angles of a triangle.</p> <p>Complete the steps to prove that the sum of the measures of the interior angles of a triangle is 180 degrees.</p> <p>Identify and relate the interior and exterior angles of a triangle.</p>
	Triangles and Their Side Lengths	<p>Analyze the relationships between the angles of acute, right, and obtuse triangles.</p> <p>Construct or justify the construction of isosceles and equilateral triangles.</p> <p>Determine if three given segments will satisfy the triangle inequality.</p> <p>Determine the length or parameters for a third side of a triangle given the other two sides.</p>
	Triangle Inequalities	<p>Identify angle and side relationships between two triangles.</p> <p>Identify angle and side relationships in a triangle.</p> <p>Solve real world problems involving relationships between angle measures and side lengths of one or two triangles.</p>

Unit	Lesson	Lesson Objectives
		<p>Isosceles Triangles</p> <p>Complete the steps to prove the isosceles triangle theorem and its converse. Identify characteristics of an isosceles triangle. Solve for unknown measures of isosceles triangles.</p> <p>Centroid and Orthocenter</p> <p>Complete the steps to prove that the medians of a triangle meet at a point. Identify the characteristics of the centroid or orthocenter of a triangle. Solve for unknown measures created by medians in a triangle.</p> <p>Incenter and Circumcenter</p> <p>Construct inscribed and circumscribed circles of a triangle. Identify the characteristics of the incenter or circumcenter of a triangle. Solve for unknown measures created by perpendicular or angle bisectors in a triangle.</p>
Triangle Congruence		
		<p>Congruent Figures</p> <p>Determine if figures are congruent and, if so, identify their corresponding parts. Determine unknown measures of congruent figures. Write congruency statements for transformed figures.</p> <p>Triangle Congruence: SAS</p> <p>Complete the steps to prove triangles are congruent using SAS. Determine the isometric transformations that would map one triangle onto another triangle given that two corresponding sides and the included angle are congruent. Identify the sides and angle that can be used to prove triangle congruency using SAS.</p> <p>Triangle Congruence: ASA and AAS</p> <p>Complete the steps to prove triangles are congruent using ASA or AAS. Determine the isometric transformations that would map one triangle onto another triangle given that two pairs of corresponding angles and one pair of corresponding sides are congruent. Identify the side and angles that can be used to prove triangle congruency using ASA or AAS.</p> <p>Triangle Congruence: SSS and HL</p> <p>Complete the steps to prove triangles are congruent using SSS or HL. Determine the isometric transformations that would map one triangle onto another triangle given that three corresponding sides are congruent. Identify the parts that can be used to prove triangle congruency using SSS or HL.</p> <p>Using Triangle Congruence Theorems</p> <p>Complete the steps to prove angles, segments, and triangles are congruent using triangle congruence theorems and CPCTC. Identify the triangle congruency theorem that can be used to prove two triangles congruent.</p> <p>Performance Task: Congruency Proofs</p>
Similarity Transformations		
		<p>Dilations</p> <p>Calculate and interpret the scale factor for dilations of figures. Determine the unknown measures of an image or pre-image of a dilated figure given the scale factor. Verify experimentally the properties of dilations given a center and a scale factor.</p>

Unit	Lesson	Lesson Objectives
		<p>Similar Figures</p> <ul style="list-style-type: none"> Determine if two polygons are similar using dilations. Find the coordinates of the vertices of an image or pre-image of a dilated polygon given the scale factor. Verify the properties of dilations, including the scale factor and slopes of corresponding line segments. <p>Triangle Similarity: AA</p> <ul style="list-style-type: none"> Complete the steps to prove triangles are similar using the AA similarity theorem. Identify the composition of similarity transformations in a mapping of two triangles. <p>Triangle Similarity: SSS and SAS</p> <ul style="list-style-type: none"> Complete the steps to prove triangles are similar using SAS similarity theorem. Complete the steps to prove triangles are similar using SSS similarity theorem. Identify the sides and angle that can be used to prove triangle similarity using SSS similarity theorem and SAS similarity theorem. <p>Using Triangle Similarity Theorems</p> <ul style="list-style-type: none"> Complete the steps to prove theorems involving similar triangles. Solve for unknown measures of similar triangles using the side splitter theorem and its converse. Solve for unknown measures of similar triangles using the triangle midsegment theorem. <p>Right Triangle Similarity</p> <ul style="list-style-type: none"> Apply the Pythagorean theorem to find side lengths of a right triangle. Apply theorems to solve problems involving geometric means. Complete the steps to prove the Pythagorean theorem using similar triangles. Identify similar right triangles formed by an altitude and write a similarity statement. <p>Directed Line Segments and Modeling</p> <ul style="list-style-type: none"> Find the coordinates of a point on a directed line segment that partitions the segment into a given ratio. Model and solve real-world problems involving directed line segments.
		<p>Right Triangle Relationships and Trigonometry</p> <p>Triangle Classification Theorems</p> <ul style="list-style-type: none"> Apply the converse of the Pythagorean theorem and triangle inequality theorems to solve problems. Classify a triangle using the converse of the Pythagorean theorem and triangle inequality theorems. Determine an unknown side length or range of side lengths of a triangle given its classification. <p>Special Right Triangles</p> <ul style="list-style-type: none"> Complete the steps to prove special right triangle theorems. Determine unknown measures of 30°-60°-90° triangles. Determine unknown measures of 45°-45°-90° triangles. Solve real-world problems involving special right triangles. <p>Trigonometric Ratios</p> <ul style="list-style-type: none"> Given an acute angle of a right triangle, label the hypotenuse, opposite, and adjacent sides. Given an acute angle of a right triangle, write ratios for sine, cosine, and tangent. Relate trigonometric ratios of similar triangles and the acute angles of a right triangle. <p>Solving for Side Lengths of Right Triangles</p> <ul style="list-style-type: none"> Apply trigonometric ratios to solve real-world problems. Solve for unknown side lengths of right triangles using trigonometric ratios. Write equations using trigonometric ratios that can be used to solve for unknown side lengths of right triangles.

Unit	Lesson	Lesson Objectives
		<p>Solving for Angle Measures of Right Triangles</p> <p>Apply inverse trigonometric functions to solve real-world problems. Solve for unknown angles of right triangles using inverse trigonometric functions. Write equations that can be used to solve for unknown angles in right triangles.</p> <p>Law of Sines</p> <p>Apply the law of sines to solve real-world problems. Complete the steps to prove the law of sines. Solve mathematical problems using the law of sines.</p> <p>Law of Cosines</p> <p>Apply the law of cosines to solve real-world problems. Complete the steps to prove the law of cosines. Solve mathematical problems using the law of cosines.</p> <p>Area and Perimeter of Triangles</p> <p>Derive the area formula $A = \frac{1}{2}ab\sin C$. Solve area and perimeter problems using $A = \frac{1}{2}ab\sin C$. Solve area and perimeter problems using Heron's formula.</p>
Quadrilaterals and Coordinate Algebra		
		<p>Classifying Quadrilaterals</p> <p>Classify and describe relationships within the family of quadrilaterals. Describe real-world objects using characteristics of quadrilaterals. Solve mathematical problems using characteristics of quadrilaterals. Solve real-world problems using characteristics of quadrilaterals.</p> <p>Parallelograms</p> <p>Apply properties of parallelograms to solve problems. Complete the steps to prove theorems about properties of parallelograms.</p> <p>Proving a Quadrilateral Is a Parallelogram</p> <p>Analyze a figure to determine if it is a parallelogram. Apply properties of parallelograms to solve for unknown values. Complete the steps to prove that a quadrilateral is a parallelogram.</p> <p>Special Parallelograms</p> <p>Apply properties of rectangles to solve mathematical and real-world problems. Apply properties of rhombi to solve mathematical and real-world problems. Apply properties of squares to solve mathematical and real-world problems. Complete the steps to prove theorems about properties of rhombi, rectangles, and squares.</p> <p>Trapezoids and Kites</p> <p>Apply properties of kites to solve mathematical and real-world problems. Apply properties of trapezoids to solve mathematical and real-world problems. Complete proofs involving properties of trapezoids and kites.</p> <p>Figures in the Coordinate Plane</p> <p>Apply coordinate algebra proofs to triangles and quadrilaterals. Calculate the perimeter of a triangle or quadrilateral given the coordinates of the vertices.</p>

Unit	Lesson	Lesson Objectives
Circles		
		<p>Introduction to Circles</p> <ul style="list-style-type: none"> Calculate the degree measure of an arc using the arc addition postulate. Complete the steps to prove that all circles are similar. Identify and describe terms related to circles.
		<p>Central Angles</p> <ul style="list-style-type: none"> Determine the measures of central angles, chords, and arcs using the angles-chords-arcs congruency theorems. Identify congruent central angles, chords, and arcs. Solve problems using the radius tangent theorem and its converse.
		<p>Inscribed Angles</p> <ul style="list-style-type: none"> Apply theorems about inscribed angles and angles formed by a tangent and a chord. Complete the steps to prove theorems involving inscribed angles and their intercepted arcs.
		<p>Secants, Tangents, and Angles</p> <ul style="list-style-type: none"> Solve problems about angles formed by a secant and a tangent that intersect outside a circle. Solve problems about angles formed by two intersecting chords. Solve problems about angles formed by two intersecting tangents. Solve problems about angles formed by two secants that intersect outside a circle.
		<p>Special Segments</p> <ul style="list-style-type: none"> Solve problems involving segments formed by a secant and a tangent that intersect outside a circle. Solve problems involving segments formed by two intersecting chords. Solve problems involving segments formed by two intersecting tangents. Solve problems involving segments formed by two secants that intersect outside a circle.
		<p>Circumference and Arc Length</p> <ul style="list-style-type: none"> Determine the radian measure of a central angle. Solve problems involving arc length with central angles measured in degrees. Solve problems involving arc length with central angles measured in radians. Solve problems involving circumference of a circle.
		<p>Area of a Circle and a Sector</p> <ul style="list-style-type: none"> Solve problems involving area of a circle. Solve problems involving area of a sector with central angles measured in degrees. Solve problems involving area of a sector with central angles measured in radians.
		<p>Angle Relationships</p> <ul style="list-style-type: none"> Determine segment lengths, angle measures, and arc measures using definitions and theorems relating to circles.
		<p>Performance Task: Circle Constructions</p>
		<p>Equation of a Circle</p> <ul style="list-style-type: none"> Determine if a given point lies on a circle. Determine the equation of a circle. Identify the center and radius from the equation of a circle, including equations given in general form.
		<p>Parabolas</p> <ul style="list-style-type: none"> Describe key features of a parabola. Determine the equation of a parabola given the focus and directrix.

Unit	Lesson	Lesson Objectives
Geometric Modeling in Two Dimensions		
Area of Triangles and Parallelograms		
Solve problems involving areas of triangles and parallelograms.		
Perimeter and Area of Rhombi, Trapezoids, and Kites		
Calculate the perimeter of a rhombus, trapezoid, or kite given the coordinates of the vertices.		
Solve problems involving the area of a rhombus, trapezoid, and kite given the coordinates of the vertices.		
Solve problems involving the area of a rhombus, trapezoid, and kite.		
Angle Measures of Polygons		
Apply the polygon exterior angle sum theorem to solve problems.		
Apply the polygon interior angle sum theorem to solve problems.		
Identify and describe polygons.		
Area of Regular Polygons		
Calculate the area of a regular polygon.		
Calculate the length of the apothem of a regular polygon.		
Solve real-world problems involving the area of regular polygons.		
Area of Composite Figures		
Calculate the area of composite 2-D figures, including real-world applications.		
Decompose composite 2-D figures.		
Write an expression that represents the area of a composite 2-D figure.		
Density and Design Problems		
Solve problems involving density of an area.		
Use geometric concepts to solve design problems.		
Geometric Modeling in Three Dimensions		
Three-Dimensional Figures and Cross Sections		
Classify a 3-D figure and identify the characteristics (base, edge, etc.).		
Determine the 3-D figure generated by a rotation of a 2-D figure.		
Determine the horizontal and vertical cross-sections of 3-D figures.		
Volume of Prisms		
Calculate the volume or an unknown measure of a right prism based on a mathematical or real-world model.		
Calculate the volume or an unknown measure of an oblique prism based on a mathematical or real-world model.		
Write expressions to represent the volumes or unknown measures of right and oblique prisms.		
Volume of Pyramids		
Calculate the volume or an unknown measure of a right pyramid based on a mathematical or real-world model.		
Calculate the volume or an unknown measure of an oblique pyramid based on a mathematical or real-world model.		
Write expressions to represent the volumes or unknown measures of right and oblique pyramids.		
Volume of Cylinders, Cones, and Spheres		
Solve mathematical and real-world problems involving the volume of right and oblique cones.		
Solve mathematical and real-world problems involving the volume of right and oblique cylinders.		
Solve mathematical and real-world problems involving the volume of spheres.		
Write expressions to represent the volumes or unknown measures of cylinders and cones.		

Unit	Lesson	Lesson Objectives
		<p>Cavalieri's Principle and Volume of Composite Figures</p> <p>Calculate the volumes of composite figures, including those that model real-world objects.</p> <p>Write an expression to represent the volume of a composite figure.</p>
		<p>Applications of Probability</p> <p>Sets and Venn Diagrams</p> <p>Identify and represent elements of sets and subsets, including the empty and universal sets.</p> <p>Represent and interpret the union and intersection of sets using set notation and Venn diagrams.</p> <p>Finding Outcomes</p> <p>Evaluate expressions involving factorials.</p> <p>Identify possible outcomes for an event.</p> <p>Solve combination problems including finding a subset of the total number of possible combinations.</p> <p>Solve permutation problems including finding a subset of the total number of possible permutations.</p> <p>Theoretical and Experimental Probability</p> <p>Calculate theoretical and experimental probability.</p> <p>Identify the sample space of an experiment and the complement of an event.</p> <p>Independent and Mutually Exclusive Events</p> <p>Calculate probabilities using the addition rule.</p> <p>Calculate probabilities using the multiplication rule of independent events.</p> <p>Identify mutually exclusive and independent events.</p> <p>Conditional Probability</p> <p>Calculate conditional probabilities using formulas and Venn diagrams.</p> <p>Calculate probabilities of compound events.</p> <p>Use calculations to determine if two events are independent.</p> <p>Probability and Two-Way Tables</p> <p>Compute conditional probabilities from data displayed in a two-way table.</p> <p>Construct a two-way table.</p> <p>Use a two-way table to determine if two events are independent.</p> <p>Probability with Combinations and Permutations</p> <p>Identify expressions that represent probabilities of compound events.</p> <p>Use combinations to compute probabilities of compound events.</p> <p>Use permutations to compute probabilities of compound events.</p> <p>Performance Task: Applying Probability Concepts</p>

HS Spanish I

Curriculum Guide (including Course Objectives, Weekly Content, and Scope and Sequence)

Course Description

Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase items (clothing, gadgets, scenery, etc.) at the “Avatar store”. Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

Prerequisites: None

Overall Course Objectives

The High School Spanish I course helps students:

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue simple conversations, and respond appropriately to basic conversational prompts
- Generate language incorporating basic vocabulary and a limited range of grammar patterns
- Read, write, speak, and listen for meaning in basic Spanish
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

Recurring Content

- **Vocabulary Theme**

Each week presents a new set of vocabulary words through various self-correcting activities. A printable vocabulary list, which includes pronunciation, is also provided.

- **Grammar Concept**

Each week introduces a new grammatical pattern. The concept is introduced through sentence comparisons and presented in a printable explanation of the pattern.

- **Reinforcement Activities**

Each week, a range of interactive games (incrementally increasing in challenge) helps students reinforce vocabulary and grammar concepts. These activities may be completed multiple times so that students can better retain and apply the new information. Students accumulate “Avatar bucks” by performing well on these and other interactive challenges.

- **Diglot Weave™ Story**

Each week students follow a new episode of an immersive Diglot Weave™ story. The story is told several times, each time with more Spanish woven in. (Diglot comes from the roots "di" meaning two and "glot" meaning language. These stories weave together the students' native language and the target language.) These stories provide a narrative structure to the course as well as a fun and linguistically-rich context for optimal comprehension.

- **“Stretch” Activities**

Each week students work through an inventive and challenging activity to comprehend involved passages in Spanish, or to generate their own sentences in Spanish. Stretch activities include zany performances, core content-based instruction, familiar folktales presented in Spanish, simple narratives that students string together from basic building blocks, and many more. These activities help students work creatively in Spanish to communicate and make meaning.

- **Presentation of Culture through CultureGrams™ and Culture Videos**

Each week students learn about various cultural aspects (e.g. practices, products, and perspectives) of a Spanish-speaking country. CultureGrams™ are multi-media cultural presentations that cover a wide range of topics such as gestures, etiquette, history, food, and more. Culture videos present students with short video explanations about cultural aspects of various Spanish-speaking countries from a native of that country.

- **“Gameshow” Review**

Each week students review material from the week’s content in a “Gameshow” that builds on the motivations and friendly competition of familiar television game shows. Students are pitted against a virtual opponent and earn “Avatar bucks” as they demonstrate their mastery of the week’s material. The burden of review for the weekly assessment is thus transformed to a fun and engaging game.

- **“Out of Seat” Activities**

Several times during the year, students are given opportunities to use the language offline, or “out of seat”. These are specific assignments directing students to interact in a genuine way with the Spanish language or Spanish-speaking cultures.

- **Simulated Conversation Practice**

Several times during the year, students participate in a simulated conversation. Students listen to a series of everyday conversational prompts and are guided to respond to each prompt and/or to ask further questions to continue the conversation.

- **Oral and Written Activities**

Each week, students complete oral and written activities. These activities give students a chance to become more familiar with the speaking and writing patterns of Spanish by applying them in communicative situations.

- **Focused Listening and Reading Comprehension Activities**

Each week contains focused listening or focused reading comprehension activities. These activities help students to develop listening and reading comprehension skills. They are based on the vocabulary, grammar, or culture concepts presented that week, and follow up assessments challenge students to identify the main ideas and significant details of these rich texts based on everyday communicative situations.

- **Assessments**

- Diglot Weave™ comprehension quizzes verify that students are following the ongoing immersive Diglot Weave™ story and that they are picking up key ideas and vocabulary as they work along.
- Focused Listening or Reading quizzes verify that students comprehend the main ideas or significant details of target passages or conversations.
- Culture comprehension quizzes verify that students have captured facts and understandings from the cultural presentations.
- End-of-week quizzes assess students' mastery of the vocabulary words and grammar concept presented that week, and include an oral or written assessment.
- Midterm and Semester Exams assess students' mastery of the semester's contents up to their current place on the calendar, and include oral and written assessments.

Course Scope and Sequence

Semester 1

	Vocabulary Topic	Grammar Pattern	"Stretch" Activity*	Culture
Week 1	Greetings Alphabet	Parts of Speech Subject Pronouns Tú vs. Ud.	<i>Ditties</i>	Mexico
Week 2	School	Nouns (singular and plural, gender, agreement) Definite Articles Indefinite Articles	<i>Points, Lines, and Figures</i>	Mexico
Week 3	Descriptions Colors	Adjectives (usage and placement)	<i>The Broken Window Diglot Weave™ story</i>	Mexico
Week 4	Countries and Nationalities Numbers 0-30	Ser and Estar	<i>El Alfabeto Romano</i>	Mexico
Week 5	Common -ar verbs Adverbs of Frequency	Verbs (-ar) Negative Sentences	N/A	Spain
Week 6	Common -er verbs Telling Time	Verbs (-er)	<i>Chatter at a Royal Ball</i>	Spain
Week 7	Common -ir verbs Coordinating Conjunctions Prepositions	Verbs (-ir)	<i>The Key of the King's Kingdom</i>	Spain
Week 8	Days, Months, and Seasons Numbers 30-100	Question Formation Giving Dates	<i>Speed Learning</i>	Spain
Week 9	Midterm Review and Test - no topics			
Week 10	Hobbies	Gustar	<i>Thinking en Español!</i>	Guatemala
Week 11	Food (part 1)	Possessive Adjectives Possession Using "de"	<i>Toward Fluency 1 & 2</i>	Guatemala

Week 12	Food (part 2)	Demonstrative Adjectives	<i>Demonstration Lecture 1</i>	Guatemala
Week 13	Family	Two-Verb Combinations	<i>Stringing Together Your Own Narratives</i>	Guatemala
Week 14	Places	Ir + a + infinitive Acabar de Contractions	<i>Chatter at a Royal Ball</i>	Honduras
Week 15	Animals	Stem-Changing Verbs	<i>The Puzzle</i>	Honduras
Week 16	Shopping	Irregular Present Tense in the "yo" Form	N/A	Honduras
Week 17	Weather Expressions	"Hay" and "Tener" Expressions	<i>Stringing Together Your Own Narratives</i>	Honduras
Week 18	Final Review and Test- no topics			

Semester 2

	Vocabulary Topic	Grammar Pattern	"Stretch" Activity*	Culture
Week 1	Professions	Ordinal Numbers	<i>Points, Lines, and Figures</i>	Nicaragua
Week 2	Clothing	Similar verbs	<i>Speed Learning</i>	Nicaragua
Week 3	At Home	Comparatives	<i>A Lesson in Spanish</i>	Nicaragua
Week 4	Body	Adverbs	N/A	Nicaragua
Week 5	Reflexive Verb List	Reflexive Verbs	N/A	Chile
Week 6	Cognates Numbers 1-1000	Affirmative and Negative words	<i>More on the Alphabet</i>	Chile
Week 7	On Vacation	Personal "a"	<i>A Geography Lesson</i>	Chile
Week 8	Telephone	Object Pronouns	<i>Focus on the Language</i>	Chile
Week 9	Midterm Review and Test - no topics			
Week 10	Directions	Commands - affirmative	<i>Communication with Limited Means</i>	Paraguay
Week 11	Transportation	Commands - negative tú	<i>Chatter at a Royal Ball</i>	Paraguay
Week 12	Medical Words	Commands - pronoun placement	<i>Mi Primera Visita a México.</i>	Paraguay
Week 13	Sports	Present Progressive	N/A	Paraguay
Week 14	Outdoor Activities	Present Progressive with direct/indirect object pronouns	<i>Points, Lines, and Figures</i>	Venezuela
Week 15	Travel	Preterite – ar verbs	<i>The Keys of Rome</i>	Venezuela
Week 16	Computers (part 1)	Preterite – er verbs	<i>Una Lección de Geografía</i>	Venezuela
Week 17	Computers (part 2)	Preterite – ir verbs	<i>Una Lección de Español</i>	Venezuela
Week 18	Final Review and Test- no topics			

*For a general description of "Stretch" Activities, see heading under Recurring Content

HS Spanish II

Curriculum Guide (including Course Objectives, Weekly Content, and Scope and Sequence)

Course Description

Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. The course exemplifies a marriage of the best in language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store”. Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

Prerequisites: WLG100: Spanish I, Middle School Spanish 1 and 2, or equivalent

Overall Course Objectives

The High School Spanish II course helps students:

- Engage in language learning
- Master common and some specialized vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue simple conversations, and respond appropriately to increasingly nuanced conversational prompts
- Generate language incorporating basic and some specialized vocabulary and a range of grammar patterns
- Read, write, speak, and listen for meaning in Spanish
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

Recurring Content

- **Vocabulary Theme**

Each week presents a new set of vocabulary words through various self-correcting activities. A printable vocabulary list, which includes pronunciation, is also provided.
- **Grammar Concept**

Each week introduces a new grammatical pattern. The concept is introduced through sentence comparisons and presented in a printable explanation of the pattern.
- **Reinforcement Activities**

A range of interactive games (incrementally increasing in challenge) helps students reinforce vocabulary and grammar concepts. These activities may be completed multiple times so that students can better retain and apply the new information. Students accumulate “Avatar bucks” by performing well on these and other interactive challenges.
- **Diglot Weave™ Story**

Each week students follow a new episode of an immersive Diglot Weave™ story. The story is told several times, each time with more Spanish woven in. (Diglot comes from the roots "di" meaning *two* and "glot" meaning *language*. These stories weave together the students' native language and the target language.) These stories provide students a fun and linguistically-rich context for optimal comprehension.
- **“Stretch” Activities**

Each week students work through an inventive and challenging activity to comprehend involved passages in Spanish, or to generate their own sentences in Spanish. Stretch activities include zany performances, core content-based instruction, familiar folktales presented in Spanish, simple narratives that students string together from basic building blocks, and many more. These activities help students work creatively in Spanish to communicate and make meaning.
- **Presentation of Culture through CultureGrams™ and Culture Videos**

Each week students learn about various cultural aspects (e.g. practices, products, and perspectives) of a Spanish-speaking country. CultureGrams™ are multi-media cultural presentations that cover a wide range of topics such as gestures, etiquette, history, food, and more. Culture videos present students with short video explanations about cultural aspects of various Spanish-speaking countries from a native of that country.
- **“Gameshow” Review**

Each week students review material from the week’s content in a “Gameshow” that builds on the motivations and friendly competition of familiar television game shows. Students are pitted against a virtual opponent and earn “Avatar bucks” as they demonstrate their mastery of the week’s material. The burden of review for the weekly assessment is thus transformed to a fun and engaging game.
- **“Out of Seat” Activities**

Several times during the year, students are given opportunities to use the language “outside” the course. These are specific assignments directing students to interact in a genuine way with the Spanish language or Spanish-speaking cultures.

- **Realia**

Approximately every other week, students work to decipher the key messages and significant details in Realias. In Realias, students confront authentic or semi-authentic texts in real-world, everyday situations. These encounters are neither trivial, nor far beyond a student's comprehension level, but are texts to which students can respond and that move them to a deeper understanding of the target language and culture at the same time. Sample texts include menus, cinema marquees, student class schedule, etc.

- **Simulated Conversation Practice**

Several times during the year, students participate in a simulated conversation. Students listen to a series of everyday conversational prompts and are guided to respond to each prompt and/or to ask further questions to continue the conversation.

- **Oral and Written Activities**

Each week, students complete oral and written activities. These activities give students a chance to become more familiar with the speaking and writing patterns of Spanish by applying them in communicative situations.

- **Listening and Reading Comprehension Activities**

Each week contains either a focused listening or a focused reading comprehension practice. These practices help students to develop listening and reading comprehension skills. They are based on the vocabulary, grammar, or culture concepts presented that week, and follow up assessments challenge students to identify the main ideas and significant details of texts based on everyday communicative situations.

- **Assessments**

- Diglot Weave™ comprehension quizzes verify that students are following the ongoing immersive Diglot Weave™ story and that they are picking up key ideas and vocabulary as they follow along.
- Focused Listening or Reading quizzes verify that students comprehend the main ideas or significant details of target passages or conversations.
- Culture comprehension quizzes verify that students have captured facts and understandings from the cultural presentations.
- End-of-week quizzes assess students' mastery of the vocabulary words and grammar concept presented that week, and include an oral or written assessment.
- Midterm and Semester Exams assess students' mastery of the semester's contents up to their current place on the calendar, and include oral and written assessments.

Course Scope and Sequence

Semester 1

	Vocabulary Topic	Grammar Pattern	“Stretch” Activity*	Culture
Week 1	Verb Review	Review of Present Tense	In the Aquarium	Ecuador
Week 2	Verb Review	Review of Preterite Tense	A Small Child Answers the Phone	Ecuador
Week 3	Numbers Review Ordinal Numbers Review	Review of Object Pronouns	Focus on the Language: Object Pronouns	Ecuador
Week 4	Food	Irregular Preterite - hacer, ir, ser, dar, decir, pedir, tener, estar	Chatter at a Royal Ball	Ecuador
Week 5	Health	Irregular Preterite (spelling changes) Irregular Preterite (-car, -gar, -zar)	The Farmer and the Turnip	Puerto Rico
Week 6	Family	Review of Present Progressive	A Spanish Lesson	Puerto Rico
Week 7	Professions	Present vs. Preterite	Focus on a Scene	Puerto Rico
Week 8	Descriptions	Review of Ser vs. Estar	The Story of the Three Bears	Puerto Rico
Week 9	Midterm Review and Test - no topics			
Week 10	Pastimes	Imperfect	Chatter at a Royal Ball	Uruguay
Week 11	Body	Irregular Imperfect	A Geography Lesson	Uruguay
Week 12	Holidays/Special Celebrations	Preterite vs. Imperfect	A Geometry Lesson	Uruguay
Week 13	At Home	Preterite and Imperfect Meaning Changes	Questions From a Child	Uruguay
Week 14	At School	Hay vs. Había/Hubo	Focus on Scene	El Salvador
Week 15	Car	Hacer and Time Expressions	Openers and Rejoinders	El Salvador
Week 16	In the City	Reflexive Usage - review and expansion	A Geography Lesson	El Salvador
Week 17	Spanish Expressions	Verbs like Gustar	Story Time: Little Red Riding Hood	El Salvador
Week 18	Final Review and Test- no topics			

Semester 2

	Vocabulary Topic	Grammar Pattern	"Stretch" Activity*	Culture
Week 1	Verb Review	Future	<i>The Story of the Three Billy Goats</i>	Peru
Week 2	False Cognates	Irregular Future	<i>Chatter at a Royal Ball</i>	Peru
Week 3	Nature	Conditional	<i>Focus on the Language</i>	Peru
Week 4	Vacation	Irregular Conditional	<i>A Hungry Giant</i>	Peru
Week 5	Music	Review of Comparatives Superlatives	<i>Observing Closely How Spanish Works</i>	Colombia
Week 6	Technology	Review of Possessive Adjectives Possessive Pronouns	<i>The Skillful Calculator</i>	Colombia
Week 7	Measurements	Review of Demonstrative Adjectives Demonstrative Pronouns	<i>Focus on the Language</i>	Colombia
Week 8	Clothing	Verbs Followed by Prepositions	<i>Dream of a Little Girl</i>	Colombia
Week 9	Midterm Review and Test - no topics			
Week 10	Work	Review of Commands - tú	<i>A Spanish Lesson</i>	Argentina
Week 11	Shopping Money	Commands - Ud. - affirmative and negative	<i>Focus on Action</i>	Argentina
Week 12	Por and Para Expressions	Introduction to "por vs. para"	<i>The Arab and His Camel</i>	Argentina
Week 13	Love and Dating 1	Present Perfect	<i>The Critical Mother</i>	Argentina
Week 14	Love and Dating 2	Irregular Present Perfect	<i>Chicken Little</i>	Bolivia
Week 15	Societal Issues 1	Introduction to Subjunctive Mood	<i>A Spanish Lesson</i>	Bolivia
Week 16	Societal Issues 2	Subjunctive Forms	<i>A Little Boy and a Flower</i>	Bolivia
Week 17	Slang	Integration of All Tenses	<i>A Spanish Lesson</i>	Bolivia
Week 18	Final Review and Test- no topics			

*For a general description of "Stretch" Activities, see heading under Recurring Content

HS Spanish III

Curriculum Guide (including Course Objectives, Weekly Content, and Scope and Sequence)

Course Description

In this expanding engagement with Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish, and respond orally or in writing to these works. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase items (virtual clothing, gadgets, scenery, etc.) at the “Avatar store”. Continuing the pattern, and building on what students encountered in the first two years, each week consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

Prerequisites: WLG200: Spanish II, or equivalent

Overall Course Objectives

The High School Spanish III course helps students:

- Engage in language learning
- Master common and some specialized vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue increasingly involved conversations, and respond appropriately to increasingly involved, or open conversational prompts
- Generate language incorporating basic and some specialized vocabulary and a range of grammar patterns
- Read, write, speak, and listen for meaning in Spanish
- Recognize and respond to significant works of literature in Spanish

- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

Weekly Content

- **Vocabulary Theme**
 - Each week presents a new set of vocabulary words through various self-correcting activities. A printable vocabulary list, which includes pronunciation, is also provided.
- **Grammar Concept**
 - Each week introduces a new grammatical pattern. The concept is introduced through sentence comparisons and presented in a printable explanation of the pattern.
- **Reinforcement Activities**
 - A range of interactive games (incrementally increasing in challenge) helps students reinforce vocabulary and grammar concepts. These activities may be completed multiple times so that students can better retain and apply the new information. Students accumulate “Avatar bucks” by performing well on these and other interactive challenges.
- **Presentation of Culture through Culture Videos**
 - Each week students learn about various cultural aspects (e.g. practices, products, and perspectives) of a Spanish-speaking country. Culture videos present students with short video explanations about cultural aspects of various Spanish-speaking countries from a native of that country.
- **“Out of Seat” Activities**
 - Several times during the year, students are given opportunities to use the language “outside” the course. These are specific assignments directing students to interact in a genuine way with the Spanish language or Spanish-speaking cultures.
- **Realia**
 - Several times during the year, students work to decipher the key messages and significant details in Realias. In Realias, students confront authentic or semi-authentic texts in real-world, everyday situations. These encounters are neither trivial, nor far beyond a student's comprehension level, but are texts to which students can respond and that move them to a deeper understanding of the target language and culture at the same time. Sample texts include recipes, student class schedule, newspaper advertisements, etc.
- **Oral and Written Activities**
 - Each week, students complete oral and written activities. These activities give students a chance to become more familiar with the speaking and writing patterns of Spanish by applying them in communicative situations.
- **Literature Highlights**
 - Approximately every other week, students read and respond (in speaking or writing) to a significant work of Spanish literature (typically from the AP Spanish Literature list)
- **Listening and Reading Comprehension Activities**
 - Each week contains either a focused reading comprehension activity, or a listening comprehension activity. These activities help students to develop listening and reading comprehension skills. They are based on the vocabulary, grammar, and/or culture concepts presented that week, and follow up assessments challenge students to identify

the main ideas and significant details of these rich texts based on everyday communicative situations.

▪ **Assessments**

- Culture comprehension quizzes verify that students have captured facts and understandings from the cultural presentations.
- Focused Listening or Reading quizzes verify that students comprehend the main ideas or significant details of target passages or conversations.
- End-of-week quizzes assess students’ mastery of the vocabulary words and grammar concept presented that week, and include an oral or written assessment.
- Literature Highlights verify that students recognize main ideas and important details and can respond to significant works in Spanish literature.
- Midterm and Semester Exams assess students’ mastery of the semester’s contents up to their current place on the calendar, and include oral and written assessments.

Course Scope and Sequence

Semester 1

	Vocabulary Topic	Grammar Pattern	Culture
Week 1	Family	Nouns, Pronouns	Mexico
Week 2	Countries and Nationalities	Adjectives	Mexico
Week 3	Numbers, Colors, and Shapes	Possessive Pronouns and Adjectives	Mexico
Week 4	Telling Time	Demonstratives	Mexico
Week 5	Question words and Negative words	Object Pronouns	Spain
Week 6	Descriptions	Adverbs	Spain
Week 7	Food	Present Tense Regular Verbs	Spain
Week 8	Body Parts and Medical Words	Present Tense Irregular Verbs	Spain
Week 10	The Office	Personal ‘a’	Colombia
Week 11	Computers and Internet	Reflexive Verbs	Colombia

	Vocabulary Topic	Grammar Pattern	Culture
Week 12	School	Por and Para	Colombia
Week 13	Calendar and Holidays	Gustar	Colombia
Week 14	Around the House	Impersonal "se"	Cuba
Week 15	Chores	Ser and Estar	Cuba
Week 16	Sports and Leisure	Saber/Conocer and Pedir/Preguntar	Cuba
Week 17	Hobbies and Pastimes	Haber and Hacer Expressions	Cuba

(Week 9 and 18 are Midterm and Finals weeks)

Semester 2

	Vocabulary Topic	Grammar Pattern	Culture
Week 1	Clothing	Comparatives	Peru
Week 2	Shopping	Imperfect Tense	Peru
Week 3	Outdoor Activities	Preterit Tense	Peru
Week 4	Music and Instruments	Preterit Irregular	Peru
Week 5	Transportation	Imperfect vs. Preterit	Costa Rica
Week 6	Travel	Future	Costa Rica
Week 7	Around the City, Position Words	Conditional	Costa Rica
Week 8	Slang and Proverbs	Perfects	Costa Rica
Week 10	Common –AR verbs	Progressives	Bolivia
Week 11	Common –ER verbs	Passive Voice	Bolivia
Week 12	Common –IR verbs	Subjunctive Mood	Bolivia
Week 13	Adverbs of frequency, conjunctions, prepositions	Present Subjunctive	Bolivia

	Vocabulary Topic	Grammar Pattern	Culture
Week 14	Telephone Conversations and Dating	Present Subjunctive Irregular	Argentina
Week 15	Professions	Imperfect Subjunctive	Argentina
Week 16	Crime and Punishment	More Subjunctive	Argentina
Week 17	Social Issues	Imperative Mood	Argentina

(Week 9 and 18 are Midterm and Finals weeks)

Works represented in the “Literature Highlights” include the following:

Rubén Darío, *Canción de otoño en primavera*

Luis de Góngora y Argote, *Mientras por competir con tu cabello*

Sor Juana Inés de la Cruz, *En perseguirme, Mundo, ¿qué interesas?*

José Martí, *Dos patrias*

Lazarillo de Tormes, *Lazarillo de Tormes, Capítulo 1*

Don Juan Manuel, *Cuento XXXV: Lo que sucedió a un mozo que casó con una muchacha de muy mal carácter*

Horacio Quiroga, *El hijo*

Garcilaso de la Vega, *Soneto XXIII*

Gustavo Adolfo Bécquer, *Rimas: LIII "Volverán las oscuras golondrinas"*

José de Espronceda, *Canción de pirata*

Miguel de Cervantes Saavedra, *Don Quijote*

Francisco de Quevedo y Villegas, *Miré los muros de la patria mía*

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.
		<p>Independence and the Bicycle</p> <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.
Fighting for Equality		
		<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.
Unity and Division		
		<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	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
		<p>Using a Debit Card</p> <ul style="list-style-type: none"> Analyze how overdraft and withdrawal fees affect account balances. Apply cash management strategies when using a debit card. <p>Savings Accounts</p> <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. <p>Simple Interest</p> <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. <p>Compound Interest</p> <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. <p>Other Bank Accounts</p> <ul style="list-style-type: none"> Compare various savings accounts. Identify the benefits of online banking. Solve problems related to bank account transactions. <p>Government Agencies</p> <ul style="list-style-type: none"> Explain how government agencies regulate financial markets. Investigate how agencies that regulate financial markets protect investors.
		<p>Paying Taxes</p> <p>Tax Basics</p> <ul style="list-style-type: none"> Identify different types of taxes. Use given data to solve problems related to taxes. <p>Social Security and Medicare</p> <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. <p>Personal Income and Property Taxes</p> <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. <p>Tax Returns</p> <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
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Borrowing Money

- Compute interest and service charges on loans.
- Select a financial lending institution using given data.

Personal Loans

- Compute the finance charge and monthly payment on a personal loan.
- Relate the role of collateral to a secured loan.

Student Loans

- Compute the finance charge and monthly payment on a student loan.
- Identify the features of different student loans.

Financing a Car

- Calculate costs related to buying a car.
- Use amortization models to investigate automobile financing.

Leasing vs. Buying a Car

- Calculate costs of leasing a vehicle.
- Compare buying and leasing a vehicle.

Applying for a Loan

- Compute debt-to-income ratio.
- Identify the factors lenders use to make loan decisions.
- Prepare a loan application.

Simple Contracts

- Analyze the purposes of a contract and the legal responsibilities incurred when signing a contract.
- Examine sample written contracts for essential components and meaning.

Consumer Credit**Using Credit**

- Compare credit plans.
- Evaluate the terms and conditions of credit cards.
- Identify types of credit plans.

Credit vs. Cash

- 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.

Long Term Purchases

- 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	Lesson	Lesson Objectives
Understanding Ratios and Rates		
Describing Part-to-Part Relationships		
Analyze how a change in a quantity affects a part-to-part relationship.		
Describe ratio relationships between two quantities using informal language.		
Use models to represent relationships between quantities.		
Using Ratio Notation		
Use the notation of ratio language to describe relationships between two quantities.		
Equivalent Ratios		
Analyze patterns in a table of equivalent ratios.		
Find missing values in a table using ratio reasoning.		
Equivalent Ratios in Measurement		
Analyze patterns of equivalent ratios in measurement.		
Identify equivalent ratios in measurements.		
Understanding Unit Rates		
Find unit rates.		
Comparing Ratios		
Compare ratios using different strategies.		
Applying Ratios and Rates		
Measurements in the Customary System		
Convert units of measurement in the customary system.		
Solve real-world problems by converting customary measurement units.		
Measurements in the Metric System		
Convert units of measurement in the metric system.		
Solve real-world problems by converting metric measurement units.		
Converting Measurements between Systems		
Convert measurement units between the customary and metric systems.		
Understanding Speed		
Convert measures of speed within a system.		
Find speed given distance and time.		
Solving Speed Problems		
Compare speeds.		
Find distance given time and speed.		
Find time given distance and speed.		
Unit Pricing		
Find unit prices.		
Solve unit rate problems involving unit pricing.		
Performance Task: Making Energy Drinks		

Unit	Lesson	Lesson Objectives
Multi-Digit Computation		
Adding and Subtracting Decimals		
Add decimals.		
Subtract decimals.		
Use estimation to determine reasonableness.		
Prime Numbers and Prime Factorization		
Identify a number as prime or composite.		
List the factors of a number.		
Represent a number as the product of its prime factors, using exponents to show repeated factors.		
Factors and Multiples		
Apply greatest common factors and least common multiples to solve real-world problems.		
Determine the greatest common factor of two numbers.		
Determine the least common multiple of two numbers.		
The Distributive Property		
Use the distributive property to generate equivalent expressions.		
Estimating and Finding Decimal Products		
Find decimal products and use estimation to place the decimal point in a product.		
Using a Rule to Find Decimal Products		
Multiply decimals and use a rule to place the decimal point in a product.		
Use estimation to determine reasonableness.		
Dividing Whole Numbers		
Divide whole numbers.		
Write remainders as terminating or repeating decimals.		
Dividing Decimals		
Divide decimals by decimals.		
Divide whole numbers by decimals.		
Use estimation to determine reasonableness.		
Dividing Fractions		
Dividing a Fraction by a Whole Number		
Divide a fraction by a whole number equal to the fraction's denominator in real-world situations.		
Divide a fraction by a whole number using an equivalent fraction in real-world situations.		
Using Visual Models in Fraction Division		
Use models to divide a whole number by a fraction.		
Use models to divide a whole number by a whole number.		
Dividing a Fraction by a Fraction		
Use models to divide a fraction by a fraction.		
Finding a Rule for Dividing Fractions		
Use the standard algorithm to divide fractions.		
Fraction Multiplication and Division		
Solve real-world problems using fraction multiplication or division.		

Unit	Lesson	Lesson Objectives
Percent		
		<p>Understanding Percent</p> <ul style="list-style-type: none"> Compare ratios and percents of sets with different base units. Represent a portion of a set with a ratio. Translate ratios of part: whole and part/whole as percents. Use models to illustrate the meaning of percents. <p>Fraction-Decimal-Percent Equivalents</p> <ul style="list-style-type: none"> Find equivalent forms of fractions, decimals, and percents. <p>Finding Friendly Percentages</p> <ul style="list-style-type: none"> Find 10%, 25%, or 50% of a number by dividing by 10, 4, or 2. Find percentages by adding familiar parts. Solve single-step real-world problems using friendly percentages. <p>Using Multiplication to Find Percents</p> <ul style="list-style-type: none"> Find any percent of a number by multiplying by the equivalent decimal. Use estimation to determine whether the answers are reasonable. Use unit-fraction equivalents to generate additional equivalents. <p>Using Equivalent Ratios to Find Percents</p> <ul style="list-style-type: none"> Represent percent problems using equivalent ratios. Use patterns in equivalent ratios to find the percent of a whole. <p>Using Equivalent Ratios to Find a Whole</p> <ul style="list-style-type: none"> Represent percent problems using equivalent ratios. Use patterns in equivalent ratios to find the whole, given the percent.
Extending the Number System		
		<p>Negative Numbers in Real-World Contexts</p> <ul style="list-style-type: none"> Describe the meaning of zero in real-world contexts. Use positive and negative numbers to represent quantities in real-world contexts. <p>Integers on the Number Line</p> <ul style="list-style-type: none"> Find the opposite of an integer. Graph integers on number lines. Identify integers. <p>Plotting Positive and Negative Fractions</p> <ul style="list-style-type: none"> Graph negative fractions on a number line. Use a number line to compare and order positive and negative fractions. <p>Comparing Rational Numbers</p> <ul style="list-style-type: none"> Define rational numbers and classify numbers. Graph rational numbers on a number line. Use a number line to compare rational numbers in a real-world context. <p>Ordering Rational Numbers</p> <ul style="list-style-type: none"> Order rational numbers using a number line. Write and interpret statements of comparison for rational numbers in real-world contexts.

Unit	Lesson	Lesson Objectives
	Absolute Value	<p>Compare and order magnitudes using absolute value.</p> <p>Define absolute value.</p> <p>Find the absolute value of an integer.</p> <p>Represent and compare real-world quantities using absolute value.</p>
Relationships on the Coordinate Plane		
	The Coordinate Plane	<p>Graph and name points in Quadrant I.</p> <p>Identify the parts of the coordinate plane.</p>
	Plotting Points in the Four Quadrants	<p>Describe the relationship between ordered pairs that differ only in sign.</p> <p>Graph and name points in all four quadrants.</p> <p>Identify the quadrant in which a point lies.</p>
	Fractional Coordinates	<p>Graph and name points that contain a decimal.</p> <p>Graph and name points that contain a fraction.</p>
	Distance between Two Points	<p>Use a number line to find the distance between two points in the same quadrant that have the same x- or y-coordinate.</p> <p>Use absolute value to find the distance between two points in different quadrants that have the same x- or y-coordinate.</p>
	Polygons in the Coordinate Plane	<p>Find lengths of sides for polygons drawn on the coordinate plane.</p> <p>Identify polygons on the coordinate plane given coordinates of the vertices.</p>
	Plotting Equivalent Ratios	<p>Identify patterns of plots of equivalent ratios.</p> <p>Plot tables of equivalent ratios on the coordinate plane.</p>
Data Distributions and Analysis		
	Plotting Data on a Dot Plot	<p>Display data on a dot plot.</p> <p>Distinguish between statistical and nonstatistical questions.</p>
	Describing Data on Dot Plots	<p>Describe a data set as shown on a dot plot, using the center, spread, and overall shape.</p>
	Representing Data Sets with Histograms	<p>Describe a data set as shown on a histogram, using the center, spread, and overall shape.</p> <p>Display data on a histogram.</p>
	Finding the Mean	<p>Calculate the mean of a set of data.</p> <p>Explain how the mean of a set of data is a balance point.</p> <p>Find a missing value in a set of data given the mean.</p>

Unit	Lesson	Lesson Objectives
		<p>Comparing Mean and Median</p> <p>Choose the most appropriate measure of center to describe a set of data. Describe the impact of outliers on the mean and median. Find the median of a set of data.</p> <p>Range and Interquartile Range</p> <p>Define and find the interquartile range of a set of data. Define and find the range of a set of data. Describe the impact of outliers on the range and interquartile range.</p> <p>Box Plots</p> <p>Create a box plot to represent a set of data, given the summary statistics. Interpret a box plot.</p> <p>Mean Absolute Deviation</p> <p>Calculate the mean absolute deviation for a set of data. Describe the impact of outliers on the mean absolute deviation. Interpret the mean absolute deviation of a set of data.</p> <p>Data Displays and Statistics</p> <p>Compare two data sets using measures of center and spread. Describe the impact of the number of observations on the shape of the data. Interpret the shape of a data set in the context of the way in which data was collected.</p> <p>Performance Task: Exciting Entertainment</p>
Variables and Expressions		
		<p>Numerical Expressions with Exponents</p> <p>Evaluate numerical expressions including expressions containing whole number exponents. Write numerical expressions including expressions containing whole number exponents.</p> <p>Expressions with Unknowns</p> <p>Read and write algebraic expressions. Use algebraic expressions to model real-world situations involving addition. Use algebraic expressions to model real-world situations involving subtraction.</p> <p>Expressions to Represent Multiplication and Division Problems</p> <p>Use algebraic expressions to model real-world situations involving division. Use algebraic expressions to model real-world situations involving multiplication.</p> <p>Writing and Evaluating Expressions</p> <p>Evaluate algebraic expressions containing one operation. Write algebraic expressions containing one operation.</p> <p>Expressions with More Than One Operation</p> <p>Use the order of operations to evaluate algebraic expressions containing more than one operation. Write algebraic expressions containing more than one operation.</p> <p>Expressions with and without Parentheses</p> <p>Use the order of operations to evaluate algebraic expressions containing more than one operation, with and without parentheses. Write algebraic expressions containing more than one operation, with and without parentheses.</p>

Unit	Lesson	Lesson Objectives
		<p>Working with Formulas Evaluate scientific and mathematical formulas for given values.</p> <p>Equivalent Expressions Generate equivalent expressions using the commutative and associative properties. Use substitution to determine if two expressions are equivalent.</p> <p>Equivalent Expressions and the Distributive Property Generate equivalent expressions using the distributive property. Use substitution to determine if two expressions are equivalent.</p>
Equations and Inequalities		
		<p>Writing Equations to Find Unknowns Differentiate between expressions and equations. Translate simple word problems into one-step equations. Use substitution to determine whether a given number is a solution of a one-step equation.</p> <p>Solving One-Step Equations: Addition and Subtraction Write and solve one-step addition equations. Write and solve one-step subtraction equations.</p> <p>Solving One-Step Equations: Multiplication and Division Write and solve one-step division equations. Write and solve one-step multiplication equations.</p> <p>Modeling Real-World Problems with One-Step Equations Write and solve one-step variable equations modeling real-world contexts involving addition, subtraction, multiplication, and division of nonnegative rational numbers.</p> <p>Modeling Relationships between Real-World Quantities with Equations in Two Variables Analyze a table to determine its correspondence to a real-world situation. Use a table to determine the proportional relationship between two real-world quantities.</p> <p>Relating Relationships Shown in Tables to Equations Analyze the relationship between dependent and independent variables. Write an equation to represent two quantities in a real-world situation.</p> <p>Comparing Representations of Modeled Relationships Compare multiple representations of the relationship between two real-world quantities. Create a graph to show a proportional relationship between two real-world quantities (using a table of values).</p> <p>Writing Inequalities Describe the set of numbers that make the inequality true. Write an inequality to represent a constraint or condition in a real-world or mathematical problem. Write real-world scenarios given one-step inequalities.</p> <p>Graphing Inequalities on a Number Line Graph solutions of one-step inequalities on number line diagrams. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.</p>

Unit	Lesson	Lesson Objectives
Area		
		Finding Area on a Coordinate Plane
		Calculate the area of a rectangle drawn in the coordinate plane.
		Find lengths of sides for rectangles drawn in the coordinate plane.
		Area of Parallelograms
		Solve real-world problems involving the area of parallelograms.
		Use the formula $A = bh$ to find the area of a parallelogram.
		Area of Triangles
		Calculate the area of triangles using the formula $A = \frac{1}{2}bh$.
		Solve real-world problems involving the area of triangles.
		Area of Special Quadrilaterals
		Find the area of special quadrilaterals.
		Solve real-world problems involving the area of special quadrilaterals.
		Area of Irregular Figures
		Calculate the area of irregular figures.
		Solve real-world problems involving the area of irregular figures.
Surface Area and Volume		
		Three-Dimensional Figures
		Name and describe three-dimensional figures.
		Represent three-dimensional figures using nets.
		Surface Area of Prisms
		Represent rectangular and triangular prisms using nets.
		Use nets of rectangular and triangular prisms to find surface area.
		Surface Area of Rectangular Pyramids
		Calculate the surface area of square and rectangular pyramids using nets.
		Represent square and rectangular pyramids using nets.
		Exploring Volume of a Rectangular Prism
		Calculate the volume of a right rectangular prism with fractional edge lengths.
		Calculate the volume of a right rectangular prism with whole number edge lengths.
		Finding a Formula for the Volume of a Rectangular Prism
		Use the formulas $V = lwh$ and $V = Bh$ to find the volumes of right rectangular prisms.
		Solving Volume Problems with Formulas
		Calculate the volume of a rectangular prism with one or more fraction or decimal side lengths using a formula.
		Find the value of an unknown dimension of a rectangular prism, given the remaining dimensions and the volume.

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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Find the absolute value of an integer.</p> <p>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.</p> <p>Apply the distributive property to rewrite and evaluate expressions.</p> <p>Adding Integers</p> <p>Apply properties of operations to add integers.</p> <p>Describe real-world contexts for adding integers.</p> <p>Use visual representations to add integers.</p> <p>Subtracting Integers</p> <p>Describe real-world contexts for subtracting integers.</p> <p>Use additive inverse and properties of operations to subtract integers.</p> <p>Use visual representations to subtract integers.</p> <p>Multiplying Integers</p> <p>Apply properties of operations and rules of signed numbers to multiply integers.</p> <p>Describe real-world contexts for multiplying integers.</p> <p>Use visual representations to multiply integers.</p>

Unit	Lesson	Lesson Objectives
		<p>Dividing Integers</p> <p>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> <p>Operations with Integers</p> <p>Solve integer problems involving a variety of operations while applying the properties of operations.</p>
		<p>Operations with Rational Numbers</p> <p>Rational Numbers</p> <p>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> <p>Adding and Subtracting Decimals</p> <p>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> <p>Multiplying Decimals</p> <p>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> <p>Dividing Decimals</p> <p>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> <p>Adding and Subtracting Fractions</p> <p>Describe real-world contexts for adding and subtracting fractions. Estimate sums and differences of fractions. Use visual representations to add and subtract fractions.</p> <p>Multiplying Fractions</p> <p>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> <p>Dividing Fractions</p> <p>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.</p>

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> <p>Evaluate powers of the same base through multiplication and division. Simplify expressions of powers with the same base.</p> <p>Raising a Power to a Power</p> <p>Simplify and evaluate expressions of raising a power to a power of integer exponents.</p> <p>Evaluating Expressions with Exponents</p> <p>Evaluate expressions using substitution of the variables. Simplify expressions using the rules of exponents.</p> <p>Introduction to Scientific Notation</p> <p>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> <p>Operations with Scientific Notation</p> <p>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>
		<p>Pythagorean Theorem and Irrational Numbers</p> <p>Exploring the Pythagorean Theorem</p> <p>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> <p>Estimating and Comparing Square Roots</p> <p>Estimate square roots without using technology. Make comparative statements involving square roots. Plot the estimated values of square roots on a number line.</p> <p>Finding the Hypotenuse in Right Triangles</p> <p>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> <p>Unknown Leg Lengths in Right Triangles</p> <p>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> <p>Converse to the Pythagorean Theorem</p> <p>Determine if a triangle is a right triangle by using the converse of the Pythagorean theorem.</p> <p>Finding Distance in the Coordinate Plane</p> <p>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> <p>Pythagorean Theorem in Three Dimensions</p> <p>Identify diagonals and right triangles within cubes. Solve for unknown side lengths of right triangles within a cube.</p>

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.

MS Spanish 1

Curriculum Guide (including Course Objectives, Weekly Content, and Scope and Sequence)

Course Description

Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase items (clothing, gadgets, scenery, etc.) at the “Avatar store”. Each Unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

Prerequisites: None

Overall Course Objectives

The Middle School Spanish 1 course helps students:

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue simple conversations, and respond appropriately to basic conversational prompts
- Generate language incorporating basic vocabulary and a limited range of grammar patterns
- Read, write, speak, and listen for meaning in basic Spanish
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

Recurring Content

- **Vocabulary Theme**
 - Each unit presents a new set of vocabulary words through various self-correcting activities. A printable vocabulary list, which includes pronunciation, is also provided.
- **Grammar Concept**
 - Each unit introduces a new grammatical pattern. The concept is introduced through sentence comparisons and presented in a printable explanation of the pattern.
- **Reinforcement Activities**
 - A range of interactive games (incrementally increasing in challenge) helps students reinforce vocabulary and grammar concepts. These activities may be completed multiple times so that students can better retain and apply the new information. Students accumulate “Avatar bucks” by performing well on these and other interactive challenges.
- **Diglot Weave™ Story**
 - Each unit students follow a new episode of an immersive Diglot Weave™ story. The story is told several times, each time with more Spanish woven in. (Diglot comes from the roots "di" meaning *two* and "glot" meaning *language*. These stories weave together the students' native language and the target language.) These stories provide a narrative structure to the course as well as a fun and linguistically-rich context for optimal comprehension.
- **“Stretch” Activities**
 - Each unit students work through an inventive and challenging activity to comprehend involved passages in Spanish, or to generate their own sentences in Spanish. Stretch activities include zany performances, core content-based instruction, familiar folktales presented in Spanish, simple narratives that students string together from basic building blocks, and more. These activities help students work creatively in Spanish to communicate and make meaning.
- **Presentation of Culture through CultureGrams™ and Culture Videos**
 - Each unit students learn about various cultural aspects (e.g. practices, products, and perspectives) of a Spanish-speaking country. CultureGrams™ are multi-media cultural presentations that cover a wide range of topics such as gestures, etiquette, history, food, and more. Culture videos present students with short video explanations about cultural aspects of various Spanish-speaking countries from a native of that country.
- **“Gameshow” Review**
 - Each unit students review material from the unit’s content in a “Gameshow” that builds on the motivations and friendly competition of familiar television game shows. Students are pitted against a virtual opponent and earn “Avatar bucks” as they demonstrate their mastery of the unit’s material. The burden of review for the Unit assessment is thus transformed to a fun and engaging game.
- **“Out of Seat” Activities**
 - Several times during the year, students are given opportunities to use the language offline, or “out of seat”. These are specific assignments directing students to interact in a genuine way with the Spanish language or Spanish-speaking cultures.

- **Realia**
 - Approximately every other unit, students work to decipher the key messages and significant details in Realias. In Realias, students confront authentic or semi-authentic texts in real-world, everyday situations. These encounters are neither trivial, nor far beyond a student's comprehension level, but are texts to which students can respond and that move them to a deeper understanding of the target language and culture at the same time. Sample texts include menus, cinema marquees, student class schedule, etc.
- **Simulated Conversation Practice**
 - Several times during the year, students participate in a simulated conversation. Students listen to a series of everyday conversational prompts and are guided to respond to each prompt and/or to ask further questions to continue the conversation.
- **Oral and Written Activities**
 - Each unit, students complete oral and written activities. These activities give students a chance to become more familiar with the speaking and writing patterns of Spanish by applying them in communicative situations.
- **Listening and Reading Comprehension Activities**
 - Each unit contains either a focused listening or a focused reading comprehension activity. These activities help students to develop listening and reading comprehension skills. They are based on the vocabulary, grammar, or culture concepts presented that Unit, and follow up assessments challenge students to identify the main ideas and significant details of these rich texts based on everyday communicative situations.
- **Assessments**
 - Diglot Weave™ comprehension quizzes verify that students are following the ongoing immersive Diglot Weave™ story and that they are picking up key ideas and vocabulary as they work along.
 - Focused Listening or Reading quizzes verify that students comprehend the main ideas or significant details of target passages or conversations.
 - Culture comprehension quizzes verify that students have captured facts and understandings from the cultural presentations.
 - End-of-unit quizzes assess students' mastery of the vocabulary words and grammar concept presented that Unit, and include an oral or written assessment.
 - Midterm and Semester Exams assess students' mastery of the semester's contents up to their current place on the calendar, and include oral and written assessments.

Course Scope and Sequence

Semester 1

	Vocabulary Topic	Grammar Pattern	"Stretch" Activity*	Culture
Unit 1	Greetings Alphabet	Parts of Speech Subject Pronouns Tú vs. Ud.	<i>Ditties</i>	Mexico
Unit 2	School	Nouns (singular and plural, gender, agreement) Definite Articles Indefinite Articles	<i>Points, Lines, and Figures</i>	Mexico
Unit 3	Descriptions Colors	Adjectives (usage and placement)	<i>The Broken Window</i> Diglot Weave™ story	Mexico
Unit 4	Countries and Nationalities Numbers 0-30	Ser and Estar	<i>El Alfabeto Romano</i>	Mexico
Unit 5	Common -ar verbs Adverbs of Frequency	Verbs (-ar) Negative Sentences	N/A	Spain
Unit 6	Common -er verbs Telling Time	Verbs (-er)	<i>Chatter at a Royal Ball</i>	Spain
Unit 7	Common -ir verbs Coordinating Conjunctions Prepositions	Verbs (-ir)	<i>The Key of the King's Kingdom</i>	Spain
Unit 8	Days, Months, and Seasons Numbers 30-100	Question Formation Giving Dates	<i>Speed Learning</i>	Spain

Semester 2

Unit 1	Hobbies	Gustar	<i>Thinking en Español</i>	Guatemala
Unit 2	Food (part 1)	Possessive Adjectives Possession Using "de"	<i>Toward Fluency 1 & 2</i>	Guatemala
Unit 3	Food (part 2)	Demonstrative Adjectives	<i>Demonstration Lecture 1</i>	Guatemala
Unit 4	Family	Two-Verb Combinations	<i>Stringing Together Your Own Narratives</i>	Guatemala
Unit 5	Places	Ir + a + infinitive Acabar de Contractions	<i>Chatter at a Royal Ball</i>	Honduras
Unit 6	Animals	Stem-Changing Verbs	<i>The Puzzle</i>	Honduras
Unit 7	Shopping	Irregular Present Tense in the "yo" Form	N/A	Honduras
Unit 8	Weather Expressions	"Hay" and "Tener" Expressions	<i>Stringing Together Your Own Narratives</i>	Honduras

*For a general description of "Stretch" Activities, see heading under Recurring Unit Content.

MS Spanish 2

Curriculum Guide (including Course Objectives, Weekly Content, and Scope and Sequence)

Course Description

Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase items (clothing, gadgets, scenery, etc.) at the “Avatar store”. Each Unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course length: Two semesters

Materials: *Vox Everyday Spanish and English Dictionary*

Prerequisites: Middle School Spanish 1, or equivalent

Overall Course Objectives

The Middle School Spanish 2 course helps students:

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue simple conversations, and respond appropriately to basic conversational prompts
- Generate language incorporating basic vocabulary and a limited range of grammar patterns
- Read, write, speak, and listen for meaning in basic Spanish
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

Recurring Content

- **Vocabulary Theme**
 - Each unit presents a new set of vocabulary words through various self-correcting activities. A printable vocabulary list, which includes pronunciation, is also provided.
- **Grammar Concept**
 - Each unit introduces a new grammatical pattern. The concept is introduced through sentence comparisons and presented in a printable explanation of the pattern.
- **Reinforcement Activities**
 - A range of interactive games (incrementally increasing in challenge) helps students reinforce vocabulary and grammar concepts. These activities may be completed multiple times so that students can better retain and apply the new information. Students accumulate “Avatar bucks” by performing well on these and other interactive challenges.
- **Diglot Weave™ Story**
 - Each unit students follow a new episode of an immersive Diglot Weave™ story. The story is told several times, each time with more Spanish woven in. (Diglot comes from the roots "di" meaning *two* and "glot" meaning *language*. These stories weave together the students' native language and the target language.) These stories provide a narrative structure to the course as well as a fun and linguistically-rich context for optimal comprehension.
- **“Stretch” Activities**
 - Each unit students work through an inventive and challenging activity to comprehend involved passages in Spanish, or to generate their own sentences in Spanish. Stretch activities include zany performances, core content-based instruction, familiar folktales presented in Spanish, simple narratives that students string together from basic building blocks, and more. These activities help students work creatively in Spanish to communicate and make meaning.
- **Presentation of Culture through CultureGrams™ and Culture Videos**
 - Each unit students learn about various cultural aspects (e.g. practices, products, and perspectives) of a Spanish-speaking country. CultureGrams™ are multi-media cultural presentations that cover a wide range of topics such as gestures, etiquette, history, food, and more. Culture videos present students with short video explanations about cultural aspects of various Spanish-speaking countries from a native of that country.
- **“Gameshow” Review**
 - Each Unit students review material from the unit’s content in a “Gameshow” that builds on the motivations and friendly competition of familiar television game shows. Students are pitted against a virtual opponent and earn “Avatar bucks” as they demonstrate their mastery of the Unit’s material. The burden of review for the unit assessment is thus transformed to a fun and engaging game.
- **“Out of Seat” Activities**
 - Several times during the year, students are given opportunities to use the language offline, or “out of seat”. These are specific assignments directing students to interact in a genuine way with the Spanish language or Spanish-speaking cultures.

- **Realia**
 - Approximately every other unit, students work to decipher the key messages and significant details in Realias. In Realias, students confront authentic or semi-authentic texts in real-world, everyday situations. These encounters are neither trivial, nor far beyond a student's comprehension level, but are texts to which students can respond and that move them to a deeper understanding of the target language and culture at the same time. Sample texts include menus, cinema marquees, student class schedule, etc.
- **Simulated Conversation Practice**
 - Several times during the year, students participate in a simulated conversation. Students listen to a series of everyday conversational prompts and are guided to respond to each prompt and/or to ask further questions to continue the conversation.
- **Oral and Written Activities**
 - Each unit, students complete oral and written activities. These activities give students a chance to become more familiar with the speaking and writing patterns of Spanish by applying them in communicative situations.
- **Listening and Reading Comprehension Activities**
 - Each unit contains either a focused listening or a focused reading comprehension activity. These activities help students to develop listening and reading comprehension skills. They are based on the vocabulary, grammar, or culture concepts presented that Unit, and follow up assessments challenge students to identify the main ideas and significant details of these rich texts based on everyday communicative situations.
- **Assessments**
 - Diglot Weave™ comprehension quizzes verify that students are following the ongoing immersive Diglot Weave™ story and that they are picking up key ideas and vocabulary as they work along.
 - Focused Listening or Reading quizzes verify that students comprehend the main ideas or significant details of target passages or conversations.
 - Culture comprehension quizzes verify that students have captured facts and understandings from the cultural presentations.
 - End-of-unit quizzes assess students' mastery of the vocabulary words and grammar concept presented that Unit, and include an oral or written assessment.
 - Midterm and Semester Exams assess students' mastery of the semester's contents up to their current place on the calendar, and include oral and written assessments.

Course Scope and Sequence

Semester 1

	Vocabulary Topic	Grammar Pattern	"Stretch" Activity*	Culture
Unit 1	Professions	Ordinal Numbers	<i>Points, Lines, and Figures</i>	Nicaragua
Unit 2	Clothing	Similar verbs	<i>Speed Learning</i>	Nicaragua
Unit 3	At Home	Comparatives	<i>A Lesson in Spanish</i>	Nicaragua
Unit 4	Body	Adverbs	N/A	Nicaragua
Unit 5	Reflexive Verb List	Reflexive Verbs	N/A	Chile
Unit 6	Cognates Numbers 1-1000	Affirmative and Negative words	<i>More on the Alphabet</i>	Chile
Unit 7	On Vacation	Personal "a"	<i>A Geography Lesson</i>	Chile
Unit 8	Telephone	Object Pronouns	<i>Focus on the Language</i>	Chile

Semester 2

Unit 1	Directions	Commands – affirmative	<i>Communication with Limited Means</i>	Paraguay
Unit 2	Transportation	Commands – negative tú	<i>Chatter at a Royal Ball</i>	Paraguay
Unit 3	Medical Words	Commands – pronoun placement	<i>Mi Primera Visita a México.</i>	Paraguay
Unit 4	Sports	Present Progressive	N/A	Paraguay
Unit 5	Outdoor Activities	Present Progressive with direct/indirect object pronouns	<i>Points, Lines, and Figures</i>	Venezuela
Unit 6	Travel	Preterite – ar verbs	<i>The Keys of Rome</i>	Venezuela
Unit 7	Computers (part 1)	Preterite – er verbs	<i>Una Lección de Geografía</i>	Venezuela
Unit 8	Computers (part 2)	Preterite – ir verbs	<i>Una Lección de Español</i>	Venezuela

*For a general description of "Stretch" Activities, see heading under Recurring Unit Content.

Unit	Topic	Lesson	Lesson Objectives
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Studying History
Methods and Skills

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.

Sequencing

- Differentiate between absolute and relative chronology.
- Explore ways eras and periods are used to categorize and understand historical times and events.
- Use sequencing skills to interpret and construct historical timelines.

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

Beginnings of a Modern World
The Renaissance and Reformation

The Italian Renaissance

- Describe how Renaissance art differed from art of the Middle Ages.
- Explain how Renaissance writers combined classical teachings and Christian doctrine.
- Identify the factors that led to the Italian Renaissance and describe the characteristics of Renaissance thought.

The Northern Renaissance

- Describe how northern Renaissance writers differed from Italian Humanists.
- Explain how the ideas of the Italian Renaissance spread to other parts of Europe.
- List the principal characteristics of northern Renaissance art.

The Protestant Reformation

- Describe how Martin Luther protested against the Roman Catholic Church and began a new church.
- Discuss the developments that led to the Reformation.
- Explain the role that Calvinism played in the Reformation.
- Identify the factors that caused the spread of Protestantism.

The Catholic Reformation

- Describe how the Catholic Church responded to the Reformation.
- Discuss the results of the Reformation and the Counter-Reformation.

Unit	Topic	Lesson	Lesson Objectives
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The First Global Age

Europe and Asia

China and Europeans

- Characterize early contact between Portugal and China.
- Describe how internal rebellions contributed to the decline of the Qing dynasty.
- Explain why China and Great Britain went to war in the mid-1800's.

The Search for Spices

- Explain why Europeans crossed the seas.
- Identify how Portugal's eastward explorations led to the development of a trading empire.
- Trace how Columbus's voyages affected the search for a passage to the Indies.

European Footholds in Southeast Asia and India

- Analyze how the decline of Mughal India affected European traders.
- Describe how Spain controlled the Philippines..
- Explain how the Portuguese and the Dutch built empires in the East.

Encounters in East Asia

- Describe the attitude Tokugawa shoguns took toward foreign traders.
- Explain why Korea isolated itself from other nations.
- Illustrate how European trade with China was affected by the Manchu conquest.

Europe, the Americas, and Africa

Conquest in the Americas

- Describe how Spanish conquistadors conquered the Aztec and Incan empires.
- Explain why the Spanish were victorious.
- Summarize the first encounters between the Spanish and Native Americans.

Spanish and Portuguese Colonies in the Americas

- Describe colonial society and culture.
- Explain challenges to Spanish power.
- Outline Spain's rule in the Americas.

Turbulent Centuries in Africa

- Describe how slave trade gave rise to new African states.
- Explain how Europeans in Africa led to slave trade.
- Identify battling groups in southern Africa.

Unit	Topic	Lesson	Lesson Objectives
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Changes in Europe

- Describe how changes affected ordinary people.
- Identify the impact that the commercial revolution and mercantilism had on European economies.
- Summarize how European explorations led to a global exchange.

The Age of Absolutism

Extending Spanish Power

- Describe how arts flourished during the Golden Age.
- State why the Spanish economy declined in the late 1600's.
- Summarize how Spanish power increased.

France Under Louis XIV

- Contrast the successes and failures of Louis XIV.
- Explain how Louis XIV strengthened royal power.
- Summarize how France rebuilt after the religious wars.

Triumph of Parliament in England

- Analyze how the English Civil War led to the rise of the Commonwealth.
- Identify the causes and results of the Glorious Revolution.
- Outline how the Tudors and Stuarts differed in their relations with Parliament.

Absolute Monarchy in Russia

- Describe how Peter the Great tried to make Russia into a modern state.
- Explain how Catherine the Great strengthened Russia.
- Identify the steps Peter the Great took to expand Russia's borders.

Enlightenment and Revolution

Revolution and Enlightenment

Civil War and Revolution

- Examine how the rebellion in Ireland helped start the English Civil War.
- Explore what led to the conflicts between Charles I and Parliament.
- Identify who would have supported the two sides in the English Revolution.
- Investigate what led to the downfall of republican government in England.

Constitutional Monarchy in England

- Describe how Parliament reduced the power of the monarchy after the Restoration.
- Explain how religious attitudes affected the rules of Charles II and James II.
- Identify the principal features of Britain's limited constitutional monarchy.

Unit	Topic	Lesson	Lesson Objectives
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The Scientific Revolution

Discuss how the Scientific Revolution gave Europeans a new way to view humankind's place in the universe.

The Enlightenment

Describe how eighteenth-century intellectuals used the ideas of the Scientific Revolution to reexamine all aspects of life.

Relate how people gathered in salons to discuss the ideas of the philosophers.

The Impact of the Enlightenment

Discuss how Enlightenment beliefs were reflected in the art, music, and literature of the time.

Summarize how Enlightenment thought influenced the politics of Europe in the eighteenth century.

Colonial Empires and the American Revolution

Analyze why the American colonies revolted against Great Britain and formed a new nation.

Explain how the colonies of Latin America and British North America were developing in ways that differed from their European mother countries.

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 Revolutions in Europe and Latin America

An Age of Ideologies

Describe how liberalism and nationalism challenged the old order.

Identify the goals of conservatives.

Outline why Europe was plagued by revolts after 1815.

Revolutions of 1830 and 1848

Discuss how revolution spread in 1830.

Explain why revolutions occurred in France in 1830 and 1848.

Summarize the results of the 1848 revolutions.

Latin American Wars of Independence

Analyze the causes of discontent in Latin America.

Describe how the nations of South America won independence.

Explain how Haitians, Mexicans, and people in Central America won independence.

Unit	Topic	Lesson	Lesson Objectives
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The Industrial Revolution

Origins of the Industrial Revolution

- Analyze the effects that developments in transportation and communication had on the spread of the Industrial Revolution.
- Describe how inventions in the textile industry led to other new inventions.
- Explain why the Industrial Revolution began in Great Britain.

The Factory System

- Analyze how the lives of women changed during the Industrial Revolution.
- Explain how the increased use of machinery affected workers and working conditions.
- Identify the differences between the middle class and the working class.

New Methods and Business Organizations

- Define the business cycle and explain how it affected society.
- Explain how and why the methods of production changed during the Industrial Revolution.
- Identify what caused corporations to emerge and the effects they had on business.

Socialism

- Describe the type of society that early socialists wanted to establish.
- Explain how Robert Owen put his socialist beliefs into action.
- Explain what Karl Marx believed would happen to the capitalist world of the 1800s.
- Identify some of the competing ideas that arose out of Marxism.

Imperialism and Democracy

Imperialism

European Claims in Sub-Saharan Africa

- Describe what patterns of colonization Europeans followed in West Africa.
- Examine the effect imperialism had on all of Africa.
- Explain why South Africa was so important to the colonial powers.
- Identify what Europeans gained by colonizing central and East Africa.

A Western-Dominated World

- Describe how governments ruled their empires.
- Explain why western imperialism was so successful.
- Outline causes of the "new imperialism".

European Challenges to the Muslim World

- Define problems faced by the Ottoman empire.
- Explain the European powers' interest in Iran.
- Identify stresses in the Muslim world.
- Outline how Egypt sought to modernize.

Unit	Topic	Lesson	Lesson Objectives
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The British Take Over India

- Assess how British rule affected India.
- Explain how Indians viewed western culture.
- Summarize the causes and effects of the Sepoy Rebellion.
- Trace the origins of Indian nationalism.

Shifting Global Patterns

Japan Modernizes

- Outline how discontent in society and the opening of Japan led to the Meiji restoration.
- State how Japanese military strength promoted imperialism.
- Summarize the main reforms under the Meiji.

Southeast Asia and the Pacific

- Discuss the impact of European colonization on Southeast Asia.
- Explain how Siam remained independent.
- Outline the ways imperialism spread to the Philippines and other Pacific islands.

Economic Imperialism in Latin America

- Analyze United States influence in Latin America.
- Describe the political and economic problems that faced new Latin American nations.
- Relate how Mexico struggled for stability.

Society and Democracy

The Growth of Industrial Prosperity

- Describe how new sources of energy and consumer products transformed the standard of living for all social classes in many European countries.
- Summarize how working class leaders used Marx's ideas to form socialist parties.

The National State and Democracy

- Discuss how new political parties and labor unions challenged the governments of western Europe.
- Explain how international rivalries led to conflicts in the Balkans and World War I.

Toward the Modern Consciousness

- Describe how innovative artistic movements during the late 1800s and early 1900s rejected traditional styles.
- Explain how extreme nationalism and racism led to an increase in anti-Semitism.
- Summarize how developments in science changed how people saw themselves and their world.

Nationalism in Europe

The Unification of Italy

- Describe the events that led to nationalistic movements for unification in Italy.
- Explain the problems Italy faced after unification.
- Identify the important leaders in the fight for the unification of Italy.

Unit	Topic	Lesson	Lesson Objectives
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The Unification of Germany

- Describe the changes in German government that occurred as a result of unification.
- Explain how Prussia replaced Austria as the leading German state in Europe.
- Identify the ways in which German unification differed from Italian unification.

Reform and Revolution in Russia

- Describe the characteristics of Russian domestic and foreign policies.
- Explain the geographical and cultural factors that made Russia different from the rest of Europe.
- Identify the reform movements that occurred in Russia and their results.

Unrest in Austria-Hungary

- Describe how the decline of the Ottoman Empire affected European politics.
- Discuss how ethnic clashes in southern Europe set the stage for a showdown among the major powers.
- Explain what led to the formation of the Dual Monarchy and what problems it faced.

The World at War
World War I

The Stage Is Set

- Describe how nationalism and international rivalries pushed Europe toward war.
- Outline causes and effects of the European alliance system.
- Summarize efforts toward peace in the early 1900's.

The Guns of August

- Describe how ethnic tensions in the Balkans sparked a political assassination.
- Explain how historians view the outbreak of World War I.
- Relate how the conflict between Austria-Hungary and Serbia widened.

A New Kind of Conflict

- Assess how technology made World War I different from other wars.
- Explain how the war became a global conflict.
- Identify why a stalemate developed on the Western Front.

Winning the War

- Explain how World War I became a total war.
- Specify the effect that the continuing conflict had on morale.
- Summarize causes and results of the American entry into the war.

Making the Peace

- Enumerate the issues faced by the delegates to the Paris Peace Conference.
- Explain the dissatisfaction with the Treaty of Versailles and other peace settlements.
- Identify the costs of the war.

Unit	Topic	Lesson	Lesson Objectives
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Revolution in Russia

Two Revolutions in Russia

- Analyze why the Communists defeated their opponents in the Russian civil war.
- Explain why the revolution occurred in Russia in March 1917.
- Outline why Lenin and the Bolsheviks launched the November revolution.

From Lenin to Stalin

- Assess how Soviet foreign policy affected relationships with the western powers.
- Describe how the Communist state developed under Lenin.
- Explain why Stalin launched the Great Purge.
- Summarize the effects of Stalin's five-year plans.

Life in a Totalitarian State

- Explain how Stalin created a totalitarian state.
- Relate how state control affected the arts in the Soviet Union.
- Summarize how communism changed Soviet society.

The Great Depression and Rise of Dictatorships

Postwar Prosperity Crumbles

- Describe how nations initially responded to the Great Depression.
- Explain how the New Deal marked a shift in the U.S. government's relationship with its citizens and the economy.
- Identify the weaknesses that appeared in the global economy during the postwar era.

Fascist Dictatorships in Italy and Germany

- Describe how Benito Mussolini transformed Italy into a fascist state.
- Describe how the Nazis used power in Germany.
- Explain why the Weimar Republic failed.
- Trace how Adolf Hitler became an important figure in Germany.

Dictatorship in the Soviet Union

- Describe how Stalin shaped the Soviet economy.
- Explain why Stalin imprisoned and executed millions of Soviet people.
- Identify the terms of the New Economic Policy.

Nationalist Movements Around the World

The British Empire in the Postwar Era

- Describe how the people of India pursued independence.
- Explain the British response to calls for change in other parts of the empire.
- Identify what caused the end of British rule in Egypt and the Middle East.

Unit	Topic	Lesson	Lesson Objectives
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Unrest in China

- Describe how resentment of foreign interests led to the downfall of the Qing dynasty.
- Explain the development of communism in China.
- Identify the ways the nationalist movement in China changed under the leadership of Sun Yixian and Chiang Kai-shek.

Imperialism in Japan

- Describe the changes in Japanese life during rapid modernization.
- Explain the Japanese pursuit of expansion that began in the late 1800s.
- Identify the effects of the military on Japan during the 1920s and the 1930s.

Latin America Between the Wars

- Describe the relationship between Latin America and the United States.
- Describe the significant changes in Latin American nations after World War I.
- Explain why authoritarian regimes gained power in many Latin American nations.

World War II

Threats to World Peace

- Analyze why Japan and Italy were able to carry out aggressive territorial policies in the 1930s.
- Describe how Spain's civil war led to a fascist dictatorship there.
- Explain why the League of Nations was unable to stop international aggression.

Hitler's Aggressions

- Describe how Great Britain and France prepared for war.
- Discuss how and why Great Britain and France attempted to avoid another war.
- Discuss why Hitler and Stalin created the Nazi-Soviet Pact, and how Western nations responded to Hitler's invasion of Poland.
- Explain how Hitler took over Austria and Czechoslovakia.

Axis Gains

- Describe the role of the United States at the beginning of the war and how that role changed.
- Describe the success of German forces in France.
- Explain how German control of Norway, Denmark, and the Low Countries benefited Hitler.
- Identify the Battle of Britain and explain why the Germans lost this conflict.

The Soviet Union and the United States

- Describe how Germany planned to gain control of the Soviet Union, and evaluate the Soviets' Defense.
- Explain how Japan's goals in the Pacific led to war with Britain and the United States.
- Identify the steps the Axis Powers took to gain control of eastern Europe, the Middle East, and North Africa.

Unit	Topic	Lesson	Lesson Objectives
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The Holocaust

- Describe conditions in the concentration camps.
- Explain how the Final Solution was developed.
- Identify ways different people resisted the Holocaust.

The End of the War

- Describe how the Allies were able to achieve victory in Europe.
- Identify the outcomes of Allied military actions in the Soviet Union, North Africa, Italy, and the Atlantic.
- List the steps the Allies took to end the war with Japan.

The Modern Age

Europe and North America in the Postwar Years

Aftermath of the War in Europe

- Describe the origins of the postwar settlement for Europe.
- Explain why Germany was divided into four occupation zones and what developed as a result.
- Explore how the United Nations is organized.
- Identify the problems the Allies faced in keeping the peace.

Origins of the Cold War

- Describe how Germany became two separate countries.
- Examine how and why the alliance between the Western Allies and the Soviet Union ended.
- Identify the Cold War alliances that developed in Europe.
- Investigate how the United States attempted to stop the spread of communism and aid Europe.

Reconstruction, Reform, and Reaction in Europe

- Analyze how the Soviet Union changed under new leadership.
- Describe the West German "miracle".
- Explain why the British met with mixed success in stimulating economic growth.
- Explore how France maintained an independent position in European affairs.

The United States and Canada

- Examine the major domestic problems the United States faced in the postwar era.
- Identify the challenges the Canadian people responded to in the postwar era.
- Investigate how the policy of containment led to foreign conflict.

Asia

South Asia After Empire

- Describe how Pakistan and Bangladesh developed after the partition of India.
- Explain how differences between Hindus and Muslims led to a divided India.
- Identify problems that India faced after independence.

Unit	Topic	Lesson	Lesson Objectives
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Communist China and Its Influence

- Describe how Mao Zedong's government tried to rebuild China after World War II.
- Explain why China and Taiwan have been in conflict.
- Explain why Korea was divided and how the two Koreas have developed since 1953.
- Identify what happened at Tiananmen Square and what the consequences were for China.

The Japanese Miracle

- Describe the economic and social changes that occurred in Japan from the 1950s onward.
- Explain how the relationship between Japan and the United States changed in the years since World War II.
- Identify the factors that allowed Japan to recover effectively after World War II.

Independence Struggles in Southeast Asia

- Describe the causes and effects of dictatorships in the Philippines and Indonesia.
- Explain how the Vietnam War affected Vietnam, Laos, and Cambodia.
- Identify the problems that the nations of Southeast Asia faced as they struggled to create stable governments.

South Asia and the Middle East

Nations of South Asia

- Discuss how India has dealt with political, economic, and social change.
- Explain why India was partitioned.
- Identify problems Pakistan and Bangladesh faced.
- Show how South Asia is linked to world affairs.

Forces Shaping the Modern Middle East

- Describe how women's lives vary in the Middle East.
- Explain why an Islamic revival grew.
- Identify political and economic patterns that emerged.
- Point out how diversity and nationalism shaped the Middle East.

Nation Building in the Middle East: Three Case Studies

- Analyze why Egypt was a leader in the Arab world.
- Outline issues that Turkey faced.
- Summarize causes and results of the revolution in Iran.

The Middle East and the World

- Analyze why Arab-Israeli conflict was difficult to resolve.
- Describe how the Cold War increased tensions in the Middle East.
- Restate why conflicts arose in Lebanon and the Persian Gulf.

Unit	Topic	Lesson	Lesson Objectives
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Africa and Latin America

Achieving Independence

- Explain how the colonial legacy contributed to a growing spirit of nationalism.
- Summarize how the Cold War affected Africa.
- Trace routes to freedom that Ghana, Kenya, and Algeria followed.

Struggles in Southern Africa

- Discuss how the Cold War affected southern African nations.
- Explain how the long struggle to end apartheid led to a new South Africa.
- Identify challenges that Zimbabwe faced.

Latin America, the United States, and the World

- Describe how communist rule affected Cuba.
- Identify policies the United States followed in Latin America.
- Point out global issues that link Latin America to other regions of the world.

Mexico, Central America, and the Caribbean

- Compare conditions that have changed and those that have remained the same in Mexico.
- Determine why Central American countries suffer civil wars.
- Restate causes of Haiti's political and economic struggles.

The World Today

The Industrial Powers of North America

- Analyze the changes that have occurred in the economy of the United States since 1970.
- Explain how American foreign policy changed in the 1970s, 1980s, and 1990s.
- Explore how the Vietnam War and the Watergate scandal affected political attitudes in the United States.
- Identify the major challenges Canada faced in the late 1900s.

Europe

- Describe how Margaret Thatcher's leadership affected Britain.
- Explain the challenges European nations faced in the late 1900s.
- Identify the steps European nations took toward unity in the late 1900s.

The Fall of Communism

- Describe how Eastern Europe was affected by the fall of communism.
- Explain what events led to the fall of the Soviet Union.
- Explore how Russia fared under Boris Yeltsin.

Unit	Topic	Lesson	Lesson Objectives
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A Day That Changed the World

- Describe how the events of September 11, 2001, affected the U.S. economy.
- Explain how the United States was attacked on September 11, 2001, and how people responded.
- List the immediate steps that U.S. leaders and their allies took to find those responsible for the attacks and bring them to justice.

Science and Technology

- Describe the technological improvements that have been made in medical science.
- Discuss the environmental concerns scientists have identified.
- Explain the effect miniaturization and computerization have had on modern life.
- List the advances in travel and space exploration that have occurred since 1945.

Human Rights and the Spread of Democratic Ideals

- Discuss how democratic ideals and practices spread in the late 1900s.
- Explain how the nations of the world have dealt with human rights violations.
- List some recent examples of human rights abuses.

Introduction to Human and Physical Geography
Concepts of Geography

Thinking Geographically

- Define geography and examine its various uses
- Identify the roles of perception, perspective, and scale in geography

Geographic Concepts

- Examine the Five Themes of Geography
- Identify the Six Essential Elements of Geography

Working with Maps and Data in Geography

- Differentiate among the most commonly used map projections
- Identify different types of maps, including climate, physical, and political, and identify their purposes
- Use coordinates of latitude and longitude to determine location

Evolution of Geographic Theories and Ideas

- Compare the theories of sequent occupance and cultural landscape
- Examine the different theories of land use and settlement

Understanding Physical Geography

- Compare the various climate zones and biomes found on Earth
- Explore the physical systems that shape Earth's surface
- Identify landforms and bodies of water commonly found on Earth's surface

Unit	Topic	Lesson	Lesson Objectives
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The Earth

Internal and External Processes of the Earth

Changes Within the Earth

- Describe the physical processes that affect the earth's crust.
- Explain how scientists classify the earth's major physical characteristics.
- Explain the theories that help scientists understand earth's past.

Changes on the Earth

- Describe how the physical process of erosion alters the landscape.
- Explain how mechanical and chemical weathering affects place's physical landscape.

Global Geography: Region One

Global Geography - United States and Canada, Latin America, and Europe

Physical Geography of the US and Canada

- Analyze similarities and differences among different locations in the United States and Canada
- Describe the types of natural events and natural disasters that affect the United States and Canada
- Explain how natural resources are used to create industries in the United States and the environmental challenges they create
- Identify the major physical characteristics, climate regions, and ecosystems of the United States and Canada

Mining and Gold

- Describe the social and economic atmosphere in mining towns.
- Explain the difference between placer mining and hard rock mining.
- Understand how the Spanish search for gold effected New Mexico history.

Twentieth Century Water Issues

- Relate water pollution to the economic development in New Mexico.
- Review current New Mexico projects to protect available water.
- Understand the central issues of New Mexico's water problem.

Cultural Geography of the US and Canada

- Analyze the old world influences of Europe on modern identities in the US and Canada.
- Examine American culture and identify regional cultural differences.
- Explore Canadian culture and identify European and Aboriginal influences.

Physical Geography of Latin America

- Analyze the challenges facing the Amazon Rainforest and identify ways people can help
- Explain which natural resources are important to various industries in Latin America and how they create environmental challenges
- Explore the major physical characteristics, climate regions, and ecosystems of Latin America
- Identify natural events and disasters that affect Latin America

Unit	Topic	Lesson	Lesson Objectives
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Cultural Geography of Latin America

- Analyze the impact of European colonialism on Latin American ethnicity and religion
- Discover shared and diverse qualities of cultures in Latin America
- Examine significant events and developments in Latin America's history

Physical Geography of Europe

- Analyze the effects of industrialization in Europe and the environmental challenges it has created
- Compare and contrast the major physical characteristics, climate regions, and ecosystems of Europe
- Identify natural events and disasters in Europe and explain how they affect and change the environment

Cultural Geography of Europe

- Examine significant events and developments in modern European history
- Explain how the European Union has created a new European culture
- Identify major European ethnic groups and explore their diverse cultural qualities

Global Geography: Region Two

Global Geography - Africa and the Middle East

Physical Geography of Africa

- Describe the major physical characteristics, climate regions, and ecosystems of Africa
- Give examples of the industries, natural resources, and environmental challenges in Africa
- Identify the natural events and disasters that occur in Africa

Cultural Geography of Africa

- Analyze the importance of the arts to the cultures of Central and West Africa
- Examine major culture groups of East and Southern Africa and discover important aspects of their cultures
- Explore the importance of Islam to the peoples of North Africa
- Identify aspects of African cultures and ways European and Asian cultures have become infused

Physical Geography of the Middle East

- Describe the major physical characteristics, climate regions, and ecosystems of the Middle East
- Give examples of the industries, natural resources, and environmental challenges in the Middle East
- Identify the natural events and disasters that occur in the Middle East

Cultural Geography of the Middle East

- Analyze the Israeli-Palestinian conflict and explain how it influences political relations in the Middle East and around the world
- Examine the role of religion in government and society in the Middle East
- Identify significant events and developments in Middle Eastern history

Unit	Topic	Lesson	Lesson Objectives
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Global Geography - Asia, Oceania, Australia, and Antarctica

Physical Geography of Asia

- Describe the natural events and disasters that affect Asia
- Give examples of the industries, natural resources, and environmental challenges of Asia
- Identify the major climate regions and ecosystems of Asia
- Identify the major physical characteristics of Asia

Cultural Geography of Asia

- Compare and contrast cultures in eastern and southern Asia
- Discover elements of cultures throughout Asia
- Examine significant events and developments in Asian history.

Physical Geography of Oceania and Antarctica

- Examine why the physical geography of Antarctica attracts scientific study
- Identify the major physical characteristics, climate regions, and ecosystems of Australia, New Zealand, Antarctica, and the Pacific Islands
- Investigate the industries, natural resources, and environmental challenges of Oceania

Cultural Geography of Oceania and Antarctica

- Examine important aspects of the cultures, governments, and economies of Australia, New Zealand, and the Pacific Islands
- Examine the effects of culture and resource distribution on trade in the Pacific Island region
- Explore aspects of Aboriginal culture and examine the relationship between Aborigines and Australia's majority groups
- Identify the challenges New Zealand has faced in integrating Maori and European cultures

Human Geography: Population

Analyzing Population

Population Distribution

- Identify and describe the four stages of demographic transition
- Identify sources of data used by geographers
- Interpret and compare demographic data and draw conclusions
- Understand methods geographers use to measure and represent population density

Recognizing Population Patterns and Historical Trends

- Examine historical patterns of human migration
- Explore historical trends of population distribution
- Identify global population distribution and reasons why it is concentrated in some areas and not in others

Patterns of Fertility and Mortality

- Analyze differences in the fertility and mortality rates of low-income versus high-income countries
- Define the terms fertility and mortality and understand their meanings in terms of demographics
- Understand the relevance of total fertility rate, mortality rate, and infant mortality rate

Unit	Topic	Lesson	Lesson Objectives
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Population - Movement

Movement: Migration

- Contrast forced and voluntary migrations
- Differentiate between forms of human movement, including migration, cyclic movement, and periodic movement
- Evaluate reasons for voluntary and domestic migration
- Examine reasons for historical forced migrations

Immigration: Refugees and Asylees

- Analyze trends in the international migration of refugees
- Explore examples of migration due to political, economic, social, or environmental reasons
- Identify challenges facing refugees, their destination countries, and humanitarian aid organizations

Economics of Migration

- Analyze the socioeconomic consequences of migration
- Examine the impact of remittances on migrant workers' home nations
- Identify recent patterns of human migration for economic purposes
- Understand the impact of migrant workers on the economies of their country of employment

Culture and the Environment

Exploring Culture and the Environment

Exploring Culture: Concepts of Culture

- Differentiate between types of cultures, including popular culture, subculture, and local culture
- Examine the relationship between the environment and culture
- Identify the main components of culture

The Environment: Shaping Cultures

- Examine the effects of environmental diseases on specific cultures, and identify efforts to eradicate or control these diseases
- Explore the effects of environment on culture
- Identify environmental factors that contribute to settlement patterns, the establishment of settlements, and the formation of culture

Altering the Environment

- Analyze technologies humans have developed to survive and thrive in environments.
- Examine techniques that humans have used to physically alter the natural environment.

Greening the Globe

- Analyze the potential effects of climate change on environments and ecosystems
- Explore social and political trends in sustainable environmental planning
- Identify global and regional environmental concerns

Unit	Topic	Lesson	Lesson Objectives
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Politics and Boundaries

Boundaries

Territory and Boundaries in Geography

- Compare and contrast nations and states as political constructs
- Examine concepts in political geography and identify ways space is organized into states
- Examine how boundaries are created through physical geography, geometry, and conflict

Geographer's Perspective: The Influence of Boundaries on Culture

- Examine how boundaries influence the distribution of goods and services, the ways issues are confronted, and who is represented
- Explore the ways that boundaries influence identity, interaction, and exchange
- Identify issues created by territoriality and boundaries, both natural and artificial

Geography and Internal Boundaries

- Differentiate between enclaves, exclaves, and territories as internal units
- Understand the types of internal boundaries including city, county, state, and federal

Challenges to Modern Governments

Changing Geography: Changing Politics

- Analyze the challenges caused by the creation of new countries
- Explore the impact that wars, disputed territories, and religion in politics have on global relationships
- Identify recent changes in political identities from unifications

Modern Global Concerns

- Analyze the reasons nuclear proliferation is a major global issue affecting relationships between countries
- Examine the impact of globalization on world economies and the rise of regional economic blocs
- Identify environmental challenges and possible solutions

Agriculture and Creating the Modern World

Development of Agriculture

Early Agrarian Societies

- Compare ancient river civilizations, including Mesopotamia, Egypt, and Sumer
- Explore reasons for moving from a nomadic lifestyle to an agrarian one
- Identify early farming practices of Neolithic humans

Revolutions in Agriculture

- Describe the impact of the Green Revolution
- Identify improvements in technology that changed agricultural practices
- Identify the importance of plant and animal domestication in developing a stationary settlement

Unit	Topic	Lesson	Lesson Objectives
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Land Use: Settlement Patterns

- Differentiate among urban and rural environments and explore their connections
- Summarize the Von Thunen model of land use and its application today

Regions of Production

Agri-Zones: Regions of Production

- Differentiate between subsistence and commercial farming
- Identify associations between crop growth and climate zones
- Identify ways in which farming has modified or changed the environment

Agriculture: Products and Consumption

- Examine the relationship between agriculture systems and climatic zones
- Identify links between production areas and consumption areas

Economic Factors of Agricultural Production

- Analyze how improvements in mechanization, transportation, refrigeration, and other technologies have affected agricultural production
- Sequence the development of modern commercial agriculture

Modern Agriculture

Modern Agriculture: Changing Landscapes

- Examine ways that damming rivers, deforestation, and desertification for agriculture have affected the environment

Changing Face of Farms

- Analyze reasons for a decline in the number of small family farms in the United States
- Describe the purpose of agricultural subsidies in America
- Identify the effects of government subsidies on the farming economy as well as on the environment

Changing Technology, Changing Agriculture

- Explore the benefits and challenges of producing organic foods
- Explore the benefits and challenges of producing bioengineered foods

Industrialization and Economic Development

Concepts of Industrialization

Economic and Social Development

- Analyze the geography of economic development
- Compare theories and models of economic development
- Define "development" and understand its application in the global economy
- Explore methods of measuring development

Unit	Topic	Lesson	Lesson Objectives
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Global Economic Sectors and Systems

- Compare the roles of formal and informal sectors in relation to a country's economy
- Examine the relationship between comparative advantage and specialization
- Identify the four main economic systems
- Investigate the five economic sectors

Barriers to Economic Growth

- Explore strategies implemented by governments and private corporations to overcome barriers to economic development
- Identify geographic, social, and political characteristics of less developed countries that inhibit economic growth

Economics of Industrialization

Revolutions in Technology

- Analyze the effects of inventions, innovations, and improved technology on industrialization
- Identify how energy is essential to industrialization
- Identify how technology is essential to industrialization

Financial Resources and Global Lending

- Describe the role of the International Monetary Fund as a global financial resource
- Describe the role of the World Bank as a global financial resource
- Examine the role of NGOs in financial lending

Gender and Economic Development

- Examine the role of women in the economies of developing nations
- Explore the relationship between women and economies in developed nations
- Identify challenges faced by women in the workforce

Global Risks and Rewards

Westernization and Commoditization

- Analyze the westernization and commoditization of culture
- Examine the role of multinational corporations in the global economy
- Examine the role of the global economy in the commoditization of goods and services
- Identify ways in which Western nations have influenced the global economy, including the WTO

Environmental Concerns of Industrialization

- Explain the growth of the environmental movement in the United States
- Identify environmental concerns and problems caused by or resulting from industrialization
- Identify health concerns and problems caused by or resulting from industrialization
- Identify solutions to health and environmental problems caused by or resulting from industrialization

Unit	Topic	Lesson	Lesson Objectives
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Ethics of Industrialization

Analyze controversies surrounding the use of sweatshops

Examine early labor laws and conditions

Examine modern labor laws and conditions and make global comparisons

Explain movements for change that grew out of the conditions of the Industrial Revolution

Unit	Lesson	Lesson Objectives
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Scientific Inquiry

What is Biology?

- Describe biology and its components.
- Relate biology to the real world.
- Science Practice: Analyze the process of "doing" science.

Formulating Scientific Questions

- Demonstrate how scientific questions are developed.
- Identify questions that can be answered through scientific investigations.
- Science Practice: Describe how scientific investigations lead to new scientific questions.

Research in Science

- Distinguish between current scientific consensus and emerging scientific questions and investigations.
- Explain the balance between open-mindedness and skepticism in scientific practice.
- Science Practice: Inspect resources for valid information to use in research.

Hypotheses, Theories, and Laws

- Examine the relationship between observations, hypotheses, theories, and laws.
- Explain how hypotheses are formed and tested.
- Explain how theories may change as new areas of science and technology develop.
- Science Practice: Give examples of how hypotheses lead to new experimental methods.

Designing Scientific Investigations

- Demonstrate how scientific questions are turned into investigations.
- Science Practice: Design and conduct a laboratory experiment to answer a specific question.

Scientific Inquiry

- Apply the scientific process to given scenarios.
- Science Practice: Describe how the scientific inquiry process uses the scientific method.

Laboratory Safety

- Demonstrate safe practices during a scientific investigation.
- Develop a plan to address specific safety concerns in the lab.
- Science Practice: Give examples of safety problems in the lab and describe how to report those problems.

Unit	Lesson	Lesson Objectives
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Tools, Technology, and Measurement

Science Practice: Use technology to display data in tables and graphs, and use the graphical representations to interpret the data.

Select and use appropriate technology such as computers and graphing calculators to gather, analyze, interpret, and display data.

Select and use appropriate tools to perform tests and collect data.

Use the SI system of measurement to convert between standard and metric, and metric and metric, and to recognize approximate representations of measurement.

Collecting and Organizing Data

Construct charts, graphs, and tables to organize data in a systematic way.

Gather data through qualitative and quantitative observations.

Identify tools and technology that should be used to gather accurate measurements.

Science Practice: Distinguish between and give examples of observation and inference.

Lab: Measurement

Demonstrate how scientific tools can be used to gather accurate measurements.

Determine how to measure volume, mass, and density of regular and irregular objects.

Science Practice: Develop a relationship between SI units and standard units.

Scientific Analysis**Analyzing Data and Drawing Conclusions**

Analyze data to determine validity.

Create charts and graphs to analyze trends in data.

Formulate a conclusion based on observations, data, and inferences.

Science Practice: Describe various ways evidence can be interpreted or explained.

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.

Dimensional Analysis

Explain how dimensional analysis works.

Science Practice: Convert between units using dimensional analysis.

Solve scientific problems using dimensional analysis.

Evaluating Scientific Design

Evaluate possible limitations to current scientific design.

Explain how changing the variables, methods, and timing impacts scientific investigations.

Science Practice: Assess the possible impacts of different experimental design decisions.

Unit	Lesson	Lesson Objectives
		<p>Analyzing Evidence</p> <ul style="list-style-type: none"> Identify possible reasons for inconsistencies in scientific evidence. Predict trends by analyzing and evaluating data. Science Practice: Analyze how new technologies and experiments affect previous scientific explanations. Use evidence to critique scientific arguments. <p>Assessing Claims and Evidence</p> <ul style="list-style-type: none"> Assess the reliability of a variety of sources of scientific information. Evaluate the merit and accuracy of scientific claims based on supporting evidence. Identify the claims made within a scientific text. Science Practice: Critique scientific writing. <p>Science-Based Communication</p> <ul style="list-style-type: none"> Communicate results of a scientific investigation. Identify sources of error and justify valid conclusions. Science Practice: Justify the need for peer review in science.
Impact of Scientific Knowledge		
		<p>Development of Scientific Knowledge</p> <ul style="list-style-type: none"> Analyze the role scientific knowledge plays in society, technology, and potential career opportunities. Demonstrate how scientific knowledge is used to answer questions and solve problems. Examine how scientific knowledge has the ability to change based on new investigations. Science Practice: Assess the universal process of developing scientific knowledge. <p>Creativity and Science</p> <ul style="list-style-type: none"> Demonstrate how creativity in science can lead to new investigations. Explain how multiple approaches to a scientific investigation can lead to the same results. Science Practice: Examine the contributions of scientists from various scientific disciplines. <p>Science History</p> <ul style="list-style-type: none"> Explain how science influences political, economic, and social aspects of society. Identify key scientists and the progression of ideas that led to current scientific consensus or core knowledge. Science Practice: Examine the contributions of scientists from various scientific disciplines. <p>Science and Society</p> <ul style="list-style-type: none"> Investigate a scientific problem that affects society. Science Practice: Show how scientific evidence can affect societal decisions. <p>Careers in Science</p> <ul style="list-style-type: none"> Evaluate the occupational prospects of science fields. Science Practice: Analyze the impact that advances in technology have had on careers.

Unit	Lesson	Lesson Objectives
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Energy and Matter in Ecosystems

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.

The Importance of Water

- Describe the steps of the water cycle.
- Identify the unique chemical and physical properties of water.
- Interpret the importance of water to living organisms.
- Science Practice: Predict trends and outcomes based on a given set of data.

The Importance of Carbon

- Describe the steps of the carbon cycle.
- Explain the essential role of carbon within living organisms.
- Interpret the importance of the carbon cycle to living organisms.
- Science Practice: Evaluate data to formulate a conclusion.

Energy Transformation

- Describe the impact of energy transformations on ecosystems.
- Discuss the main forms of energy in an ecosystem.
- Explain how energy is transformed and conserved as it changes from one form to another.
- Skills used: making logical connections, creating diagrams, compare and contrast

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.

Populations in Ecosystems

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.

Lab: Interdependence of Organisms

- Describe the interdependent relationship between two organisms.
- Science Practice: Formulate explanations by using logic and evidence.

Unit	Lesson	Lesson Objectives
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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.

Population Growth

- Compare and contrast exponential and logistic growth models.
- Determine factors that influence a species' carrying capacity.
- Identify factors that affect population growth.
- Science Practice: Predict trends and outcomes based on a given set of data.

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.

Interactions Between Humans and the Environment

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.

Medicine and the Immune System

- Analyze the body's response to vaccinations.
- Discuss the body's response to transplants.
- Explain how the body reacts to medicine.
- Science Practice: Use scientific evidence to support an argument.

Unit	Lesson	Lesson Objectives
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>		
Resource Conservation		
<p>Assess the availability and allocation of resources.</p> <p>Compare and contrast uses of renewable and nonrenewable resources.</p> <p>Discuss problems associated with the use of non-local resources.</p> <p>Propose alternatives to using nonrenewable resources.</p> <p>Skills used: compare and contrast, proposing alternative solutions, researching with technology</p>		
The Social Costs of Resource Use		
<p>Compare and contrast the costs and benefits of using renewable and nonrenewable resources.</p> <p>Evaluate the consequences of world dependence on fuels.</p> <p>Explain how technology can be utilized in resource conservation efforts.</p> <p>Skills used: making logical connections, evaluating explanations, compare and contrast</p>		
Biochemistry and Types of Cells		
Macromolecules		
<p>Compare the structures and functions of carbohydrates, lipids, proteins, and nucleic acids.</p> <p>Identify the structures of the four macromolecules found in living organisms.</p> <p>Science Practice: Examine careers in science fields.</p>		
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>		

Unit	Lesson	Lesson Objectives
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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.

Animal and Plant Cells

- Compare and contrast the structures of animal and plant cells.
- Differentiate between the cell membrane and the cell wall.
- Science Practice: Construct charts, graphs, and tables to organize data.

Metabolism

- Describe how cells use ATP.
- Explain how metabolism releases energy.
- Science Practice: Analyze a sequence (i.e., the ATP cycle) that is characteristic of natural phenomena.

The Endocrine and Exocrine Systems

- Describe the role of hormones in maintaining homeostasis.
- Explain the functions of the endocrine and exocrine systems.
- Illustrate the different structures of the endocrine and exocrine systems.
- Science Practice: Conduct research using a variety of sources.

Cell Structure and Function

The Function of Organelles

- Describe the functions of each organelle.
- Identify the organelles of a cell.
- Science Practice: Construct charts, graphs, and tables to organize data.

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.

Unit	Lesson	Lesson Objectives
	Lab: Diffusion Across a Semi-permeable Membrane	<p>Describe the process of diffusion.</p> <p>Identify materials that are able to pass across a semipermeable membrane by diffusion.</p> <p>Science Practice: Apply the scientific method to given scenarios.</p>
	Cell Cycle	<p>Describe the importance of the cell cycle to living organisms.</p> <p>Describe the stages of the cell cycle in eukaryotic organisms.</p> <p>Explain the effect of disrupting the cell cycle on living organisms.</p> <p>Science Practice: Evaluate data to formulate a conclusion.</p>
	Mitosis	<p>Describe the steps of mitosis.</p> <p>Explain the importance of mitosis to living organisms.</p> <p>Science Practice: Analyze how new technologies and experiments affect previous scientific explanations.</p>
	Meiosis	<p>Describe the roles of crossing over and independent assortment in meiosis.</p> <p>Explain the importance of meiosis to living organisms.</p> <p>Illustrate the steps of meiosis.</p> <p>Science Practice: Examine how a scientist's creativity can lead to scientific discovery.</p>
	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>
	Applications of Cell Technology	<p>Describe advances in biology resulting from cell technology.</p> <p>Explain how advances in cell technology affect society.</p> <p>Science Practice: Analyze how new technologies and experiments affect previous scientific explanations.</p>

Unit	Lesson	Lesson Objectives
Energy in Cells		
ATP		
Describe the role of ATP in living organisms other than plants.		
Describe the role of ATP in plant processes.		
Identify ATP as a source of energy for living organisms.		
Science Practice: Evaluate data to formulate a conclusion.		
Energy in Cells		
Analyze how energy is stored by different organic molecules.		
Describe how the energy from ATP is utilized by the body.		
Science Practice: Construct charts, graphs, and tables to organize data.		
The Process of Photosynthesis		
Explain the importance of photosynthesis to living organisms.		
Science Practice: Give examples of how hypotheses lead to new experimental methods.		
Summarize the process of photosynthesis.		
Write the chemical equation for photosynthesis.		
Light Dependent Reactions in Photosynthesis		
Outline the steps of the light-dependent reactions in photosynthesis.		
Science Practice: Distinguish between and give examples of observation and inference.		
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.		
Photosynthesis and Cellular Respiration		
Compare and contrast the processes of photosynthesis and cellular respiration.		
Illustrate and describe the energy conversions that occur during photosynthesis and respiration.		
Science Practice: Evaluate data to formulate a conclusion.		

Unit	Lesson	Lesson Objectives
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DNA and Protein Synthesis**Genetic Code**

- Describe the relationship between DNA, genes, and chromosomes.
- Describe the role of DNA replication in transmitting genetic information.
- Science Practice: Evaluate the impact of science and technology on society.
- Summarize the experiments that led to the discovery of the genetic code.

DNA and RNA Structure

- Analyze the similarities and differences between DNA and RNA.
- Explain how the base pairing in DNA and RNA was discovered.
- Science Practice: Give examples of how research affects science, society, and the environment.

Protein Synthesis

- Explain the relationship between transcription and gene expression.
- Explain the relationship between translation and gene expression.
- Science Practice: Give examples of how hypotheses lead to new experimental methods.

Lab: Building Proteins from RNA

- Demonstrate how base pairing builds proteins from RNA.
- Describe the role of RNA in the creation of proteins.
- Science Practice: Conduct a laboratory experiment to answer a specific question.

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.

DNA Mutations

- Analyze the effect of harmful environmental factors on DNA.
- Describe common types of DNA mutations.
- Explain the effects of DNA mutations on the characteristics of living organisms.
- Science Practice: Discriminate scientific claims that are socially accepted but not scientifically based.

Chromosomal Changes

- Analyze the effect of harmful environmental factors on chromosomes.
- Describe common types of chromosomal mutations.
- Explain the effects of chromosomal changes on the characteristics of living organisms.
- Science Practice: Distinguish between science and pseudo-science.

Unit	Lesson	Lesson Objectives
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Genetics and Heredity**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.

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.

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.

Acquired and Inherited Traits

- Discuss the influence of genetics and the environment on heredity.
- Distinguish between inherited and acquired traits.
- Science Practice: Assess how science and society impact each other.

Unit	Lesson	Lesson Objectives
Applications of Genetics		
Applied Genetics		
Analyze a pedigree to identify desired traits for breeding.		
Describe the process for selective breeding.		
Science Practice: Evaluate the impact of science and technology on society.		
The Basis of DNA Technology		
Describe how bacteria and viruses are used in DNA technology.		
Explain the importance of DNA technology.		
Science Practice: Compare and contrast various sides of science issues.		
Summarize the process of creating recombinant DNA.		
Applications of DNA Technology		
Analyze applications of DNA technology in the field of agriculture.		
Describe uses of DNA technology in the field of forensics.		
Explain how DNA technology is utilized in the field of medicine.		
Science Practice: Examine careers in science fields.		
Consequences of DNA Technology		
Analyze consequences of utilizing DNA technology in fields such as forensics, medicine, and agriculture.		
Science Practice: Compare the economic, human, and environmental losses to the benefit of a specific scientific example.		
Summarize the advantages and disadvantages of utilizing DNA technology.		
Natural Selection and Evolution		
The History of Evolutionary Theory		
Explain the importance of the theory of evolution to biology.		
Science Practice: Judge claims made by scientific explanations, data, or evidence.		
Summarize the historical development of the theory of evolution.		
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.		
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.		

Unit	Lesson	Lesson Objectives
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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.

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.

Evolutionary Relationships

- Analyze the relationships among organisms based on a variety of shared characteristics.
- Explain how understanding evolutionary history impacts classification of organisms.
- Interpret evolutionary relationships among organisms on a cladogram.
- Science Practice: Describe various ways evidence can be interpreted or explained.

Biological Evidence and the Fossil Record

- Assess the comparative anatomies among organisms.
- Describe how the fossil record shows common ancestry between organisms.
- Distinguish scientific evidence that supports the theory of evolution.
- Science Practice: Explain the role of scientific argumentation in evaluating the validity of data, claims, hypotheses, and observations.

Classifying Organisms

Methods of Classification

- Describe how organisms are classified.
- Explain reasons why systems of classification may change.
- Explain the purpose of biological taxonomy.
- Science Practice: Organize data using specific grouping methods.

The Kingdoms

- Compare characteristics of taxonomic groups.
- Distinguish the six kingdoms of living organisms.
- Science Practice: Organize data using specific grouping methods.
- Summarize the levels of biological classification.

Unit	Lesson	Lesson Objectives
		<p>Identifying Unknown Organisms</p> <p>Describe the purpose for using a dichotomous key. Explain the process of identifying an organism using a dichotomous key. Science Practice: Distinguish between and give examples of observation and inference.</p> <p>Lab: Using a Dichotomous Key</p> <p>Distinguish various forms of observable traits of an organism. Science Practice: Evaluate data to draw a conclusion. Use a dichotomous key to identify unknown organisms.</p> <p>Types of Plants</p> <p>Differentiate between gymnosperms and angiosperms. Distinguish ways that plants are grouped. Science Practice: Organize data using specific grouping methods. Summarize the origin and evolution of land plants.</p> <p>Protists and Fungi</p> <p>Characterize the three common types of protists. Distinguish between the five phyla of fungi. Relate the structures found in protists and fungi to their functions. Science Practice: Show how scientific evidence can affect societal decisions.</p> <p>Bacteria</p> <p>Characterize three common forms of bacteria. Compare modes of bacterial reproduction. Explain how bacteria infects other organisms. Science Practice: Examine the contributions of scientists from various scientific disciplines.</p>

Unit	Lesson	Lesson Objectives
Scientific Inquiry		
	The Nature of Chemistry	<p>Describe chemistry and its relationship to other scientific disciplines.</p> <p>Distinguish between science and pseudoscience.</p> <p>Give examples of positive and negative impacts of chemistry on society.</p> <p>Science Practice: Read a science-related article and write a short evaluation of the article's reliability and scientific worth.</p>
	Formulating Scientific Questions	<p>Demonstrate how scientific questions are developed.</p> <p>Identify questions that can be answered through scientific investigations.</p> <p>Science Practice: Describe how scientific investigations lead to new scientific questions.</p>
	Research in Science	<p>Distinguish between current scientific consensus and emerging scientific questions and investigations.</p> <p>Explain the balance between open-mindedness and skepticism in scientific practice.</p> <p>Science Practice: Inspect resources for valid information to use in research.</p>
	Hypotheses, Laws, and Theories	<p>Differentiate scientific hypotheses, theories, and laws.</p> <p>Give examples of how hypotheses lead to new experimentation.</p> <p>Identify the role of consensus and retesting in the development of theories.</p> <p>Science Practice: Create a chart comparing hypotheses, theories, and laws.</p>
	Designing Scientific Investigations	<p>Demonstrate how scientific questions are turned into investigations.</p> <p>Science Practice: Design and conduct a laboratory experiment to answer a specific question.</p>
	Scientific Methods	<p>Describe how scientists perform experiments and gather data.</p> <p>Describe the function of models in science, and recognize the usefulness and limitations of models as representations.</p> <p>Explain the importance of controlled tests in scientific investigations.</p> <p>Science Practice: Write a procedure for a controlled investigation to answer a question.</p> <p>Show how scientists communicate, share information, and support the importance of peer review.</p>
	Safety in Science	<p>Demonstrate safe practices while conducting investigations.</p> <p>Outline the correct protocol for reporting safety violations and accidents in the lab.</p> <p>Science Practice: Write a safety contract, revising as necessary.</p> <p>Use a material safety data sheet (MSDS) to learn about specific chemical hazards and proper chemical disposal.</p>

Unit	Lesson	Lesson Objectives
Tools, Technology, and Measurement		
		<p>Science Practice: Use technology to display data in tables and graphs, and use the graphical representations to interpret the data. Select and use appropriate technology such as computers and graphing calculators to gather, analyze, interpret, and display data. Select and use appropriate tools to perform tests and collect data.</p> <p>Use the SI system of measurement to convert between standard and metric, and metric and metric, and to recognize approximate representations of measurement.</p>
		<p>Science-Based Communication</p> <p>Communicate results of a scientific investigation. Identify sources of error and justify valid conclusions. Science Practice: Justify the need for peer review in science.</p>
		<p>Creativity and Science</p> <p>Demonstrate how creativity in science can lead to new investigations. Explain how multiple approaches to a scientific investigation can lead to the same results. Science Practice: Examine the contributions of scientists from various scientific disciplines.</p>
Scientific Analysis and Science in Society		
		<p>Using Math to Analyze Data</p> <p>Create graphs and compare data points graphically. Explain the difference and relationship between accuracy and precision. Science Practice: Make measurements with accuracy and precision. Use mathematical error analysis to analyze data points.</p>
		<p>Scientific Notation and Significant Figures</p> <p>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.</p>
		<p>Dimensional Analysis</p> <p>Explain how dimensional analysis works. Science Practice: Convert between units using dimensional analysis. Solve scientific problems using dimensional analysis.</p>
		<p>Lab: Measurement</p> <p>Demonstrate how scientific tools can be used to gather accurate measurements. Determine how to measure volume, mass, and density of regular and irregular objects. Science Practice: Develop a relationship between SI units and standard units.</p>

Unit	Lesson	Lesson Objectives
	<p>Evaluating Scientific Design</p> <p>The Progress of Scientific Knowledge</p> <p>Assessing Claims and Evidence</p> <p>Analyzing Evidence</p> <p>Careers in Science</p>	<p>Evaluate possible limitations to current scientific design.</p> <p>Explain how changing the variables, methods, and timing impacts scientific investigations.</p> <p>Science Practice: Assess the possible impacts of different experimental design decisions.</p> <p>Analyze how new technologies and experiments affect previous scientific explanations.</p> <p>Describe the cumulative nature of science and give examples of how a diverse group of scientists have contributed to science.</p> <p>Explain why curiosity, creativity, openness, and skepticism are important in the progress of science.</p> <p>Science Practice: Summarize the history of a scientific discovery.</p> <p>Assess the reliability of a variety of sources of scientific information.</p> <p>Evaluate the merit and accuracy of scientific claims based on supporting evidence.</p> <p>Identify the claims made within a scientific text.</p> <p>Science Practice: Critique scientific writing.</p> <p>Identify possible reasons for inconsistencies in scientific evidence.</p> <p>Predict trends by analyzing and evaluating data.</p> <p>Science Practice: Analyze how new technologies and experiments affect previous scientific explanations.</p> <p>Use evidence to critique scientific arguments.</p> <p>Evaluate the occupational prospects of science fields.</p> <p>Science Practice: Analyze the impact that advances in technology have had on careers.</p>
	<p>Matter and the Periodic Table</p> <p>Changes in Matter</p> <p>Lab: Physical and Chemical Changes</p>	<p>Differentiate between extensive and intensive properties of matter, and give examples of each.</p> <p>Differentiate between physical changes and chemical changes of matter.</p> <p>Differentiate between physical properties and chemical properties of matter.</p> <p>Science Practice: Identify substances based on their chemical and physical properties.</p> <p>Conduct systematic observations during an experiment.</p> <p>Describe indicators of chemical change.</p> <p>Distinguish between chemical changes and physical changes.</p> <p>Science Practice: Write a clear, coherent laboratory report that describes methods used and conclusions made.</p>

Unit	Lesson	Lesson Objectives
	Elements, Compounds, and Mixtures	<p>Describe compounds as pure substances.</p> <p>Describe elements as pure substances.</p> <p>Describe mixtures.</p> <p>Science Practice: Classify matter as pure substances or mixtures by studying their properties.</p>
	The Historical Development of Atomic Theory	<p>Describe early atomic models including Dalton's postulates.</p> <p>Describe how Rutherford's gold foil experiment led to Rutherford's nuclear model of the atom.</p> <p>Describe how Thomson's and Millikan's research led to the understanding of the electron in the early atomic model.</p> <p>Science Practice: Describe, in writing, how a scientist's creativity resulted in changes in atomic theory.</p>
	The Modern Atomic Theory	<p>Describe the experimental basis for Einstein's explanation of the photoelectric effect.</p> <p>Describe the modern (electron cloud) model of the atom.</p> <p>Explain Bohr's model of the atom and how it accounts for the existence of spectral lines.</p> <p>Science Practice: Compare Dalton's atomic model with the current quantum model of the atom.</p>
	The Structure of the Atom	<p>Describe the structure of atoms, and discriminate between the relative sizes and electrical charges of protons, neutrons, and electrons.</p> <p>Explain that protons and neutrons have substructures and consist of particles called quarks.</p> <p>Explain the relationship between the number of neutrons in an atom of an element, its mass number, and its isotopes.</p> <p>Identify an element based on the number of protons in an atom.</p> <p>Science Practice: Use math to calculate the average atomic mass of an element from its isotopic composition.</p>
	The History and Arrangement of the Periodic Table	<p>Describe the arrangement of the periodic table and relate the properties of atoms to their position in the periodic table.</p> <p>Outline the historical development of the periodic table.</p> <p>Science Practice: Predict the properties of elements based on their position on the periodic table.</p> <p>Use the periodic table to classify elements.</p>
	Electrons and the Periodic Table	<p>Relate the position of an element in the periodic table to its electron configuration.</p> <p>Science Practice: Analyze the relationship between electron configurations and the structure of the periodic table.</p> <p>Use the periodic table to determine the number of valence electrons available for bonding.</p>

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 Bonds		
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>		
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>		
Lab: Ionic and Covalent Bonds		
<p>Design and conduct an experiment to test the properties of substances.</p> <p>Draw conclusions about the type of bond in a substance based on the tested properties of that substance.</p> <p>Science Practice: Compare your conclusions about the identity of the bonds in substances to published information about those substances.</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>		

Unit	Lesson	Lesson Objectives
	Lab: Flame Test	<p>Collect data systematically while conducting flame tests.</p> <p>Conduct flame tests to identify unknown metallic ions in a compound.</p> <p>Demonstrate safe and appropriate laboratory techniques while conducting flame tests.</p> <p>Science Practice: Draw conclusions about the identity of ionic compounds using data gathered during flame tests.</p>
	Intermolecular Forces	<p>Describe how hydrogen bonding and van der Waals forces affect the volatility, boiling points, and melting points of liquids and solids.</p> <p>Describe hydrogen bonding.</p> <p>Describe van der Waals forces, including dipole-dipole forces and London dispersion forces.</p> <p>Science Practice: Give examples of intermolecular forces occurring in nature.</p>
States of Matter and Gas Laws		
	Gases	<p>Describe how kinetic-molecular theory explains the properties of gases, including temperature, pressure, compressibility, and volume.</p> <p>Describe the postulates of kinetic-molecular theory.</p> <p>Interpret the behavior of ideal gases in terms of kinetic-molecular theory, including diffusion and effusion.</p> <p>Science Practice: Identify the limitations of kinetic-molecular theory.</p>
	Liquids	<p>Describe how kinetic-molecular theory explains the properties of liquids, including compressibility and shape.</p> <p>Describe how the postulates of kinetic-molecular theory apply to liquids.</p> <p>Science Practice: Use the kinetic-molecular theory model to explain the behavior of liquids.</p>
	Solids and Plasmas	<p>Describe how kinetic-molecular theory explains the properties of plasmas.</p> <p>Describe how kinetic-molecular theory explains the properties of solids, including compressibility, shape, and volume.</p> <p>Science Practice: Give examples of plasmas in nature and technology.</p> <p>Use kinetic-molecular theory to compare and contrast atomic or molecular motion in solids and plasmas.</p>
	Phase Changes	<p>Describe phase changes in terms of kinetic-molecular theory.</p> <p>Describe the energy changes that happen during changes of state.</p> <p>Science Practice: Make and interpret graphs of temperature vs. time for changes of state.</p>
	Pressure	<p>Explain how the motion of molecules relates to pressure.</p> <p>List units of pressure and give values for standard temperature and pressure (STP).</p> <p>Science Practice: Convert between units of pressure using dimensional analysis.</p>

Unit	Lesson	Lesson Objectives
	Gas Laws	
		<p>Apply Dalton's law of partial pressures to describe the composition of gases.</p> <p>Define partial pressure.</p> <p>Derive the combined gas law from Boyle's law, Charles's law, and Gay-Lussac's law.</p> <p>Science Practice: Make a table to compare the various gas laws.</p> <p>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.</p>
	Lab: Charles's Law	
		<p>Calculate relationships between volume and temperature according to Charles's law.</p> <p>Perform an investigation that demonstrates the relationship between the volume and temperature of a gas.</p> <p>Science Practice: Analyze and interpret data gathered in an investigation about Charles's law.</p>
	Lab: Boyle's Law	
		<p>Calculate relationships between volume and pressure according to Boyle's law.</p> <p>Perform an investigation that demonstrates the relationship between the volume and pressure of a gas.</p> <p>Science Practice: Obtain, evaluate, and communicate information gathered in an investigation about Boyle's law.</p>
	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>
	Gas Stoichiometry	
		<p>Identify the molar volume of a gas at standard temperature and pressure.</p> <p>Perform stoichiometric calculations to determine mass and volume relationships between reactants and products for reactions involving gases.</p> <p>Science Practice: Calculate answers to the correct number of significant figures when solving gas stoichiometry problems.</p>
Chemical Reactions and Stoichiometry		
	Types of Reactions	
		<p>Classify a reaction as synthesis, decomposition, single replacement, double replacement, or combustion.</p> <p>Identify and characterize the types of reactions, including synthesis, decomposition, combustion, single replacement, and double replacement.</p> <p>Science Practice: Predict the products of a reaction using the activity series.</p> <p>Use the activity series to determine whether a single replacement reaction will occur.</p>

Unit	Lesson	Lesson Objectives
	Lab: Types of Reactions	<p>Identify the reactants and products of a reaction performed in laboratory setting.</p> <p>Science Practice: Use experimental data to classify a reaction.</p> <p>Write balanced equations for a reaction performed in a laboratory setting.</p>
	Writing and Balancing Chemical Equations	<p>Describe chemical reactions by writing word equations and formula equations.</p> <p>Science Practice: Identify and use special symbols properly in chemical equations.</p> <p>Use the law of conservation of mass to balance chemical equations.</p>
	Molar Masses	<p>Define a mole and explain its role in the measurement of matter.</p> <p>Determine the molar mass of a molecule from its chemical formula.</p> <p>Explain the relationship between the mole and Avogadro's number.</p> <p>Science Practice: Perform math calculations to determine the number of particles in a given sample of a substance.</p>
	Percent Composition and Molecular Formula	<p>Determine the empirical formula and the molecular formula of a substance through calculations.</p> <p>Explain the relationship between the empirical formula and the molecular formula of a compound.</p> <p>Science Practice: Use math to solve percent composition problems and to determine empirical and molecular formulas.</p> <p>Solve problems to calculate percent composition.</p>
	Introduction to Stoichiometry	<p>Perform stoichiometric calculations to determine the mole-to-mole relationships between reactants and products of a reaction.</p> <p>Science Practice: Use mathematical procedures, including dimensional analysis and significant figures, when solving mole-to-mole stoichiometry problems.</p> <p>Use a balanced equation to write mole ratios correctly to use in stoichiometry problems.</p>
	Stoichiometric Calculations	<p>Identify and solve stoichiometric problems that relate mass to moles and mass to mass.</p> <p>Perform stoichiometric calculations to determine mass relationships between reactants and products of a reaction.</p> <p>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.</p> <p>Use molar mass to write conversion factors that convert between mass and moles.</p>
	Limiting Reactant and Percent Yield	<p>Calculate the percent yield of a reaction.</p> <p>Identify the limiting and excess reactants for a given reaction.</p> <p>Science Practice: Use mathematical procedures, including dimensional analysis and significant figures, when solving limiting reactant and percent yield stoichiometry problems.</p> <p>Use the limiting reactant to predict the theoretical yield of a reaction.</p>

Unit	Lesson	Lesson Objectives
Lab: Limiting Reactant and Percent Yield		
Calculate the percent yield for a given reaction. Calculate the theoretical yield for a given reaction. Identify the limiting and excess reactants for a given reaction. Science Practice: Identify and explain sources of error in an experiment.		
Solutions, Acids, and Bases		
Hydrates		
Calculate the percent mass of water in a hydrate. Describe hydrates and explain how hydrates are named. Explore uses of hydrates in industry and technology. Science Practice: Perform mathematical manipulations to calculate the percent mass of water in a hydrate.		
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 <i>solvent</i> .		
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.		
Reactions in Aqueous Solutions		
Describe dissociation and ionization. Describe reactions in aqueous solutions, including the formation of a precipitate and the production of a gas. Distinguish between strong electrolytes, weak electrolytes, and nonelectrolytes. Science Practice: Analyze and interpret information to classify electrolytes (into strong, weak, and nonelectrolytes).		

Unit	Lesson	Lesson Objectives
	Properties of Acids and Bases	<p>Describe applications of acids and bases.</p> <p>Describe the observable properties of acids.</p> <p>Describe the observable properties of bases.</p> <p>Science Practice: Determine the meaning of the key terms <i>acid</i> and <i>base</i> as they are used in chemistry.</p>
	Arrhenius, Bronsted-Lowry, and Lewis Acids and Bases	<p>Describe the Arrhenius definitions of acids and bases.</p> <p>Describe the Bronsted-Lowry definitions of acids and bases.</p> <p>Describe the Lewis definitions of acids and bases.</p> <p>Identify conjugate acids and conjugate bases in a Bronsted-Lowry acid-base reaction.</p> <p>Science Practice: Describe how Arrhenius's, Bronsted's, Lowry's, and Lewis's competing interpretations of the same evidence are useful in different ways.</p>
	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>
	Lab: Measuring pH	<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>
	Reaction Rates and Equilibrium	
	Reaction Rate	<p>Describe collision theory and how it is related to reactions.</p> <p>Explain how various factors, including concentration, temperature, and pressure, affect the rate of a chemical reaction.</p> <p>Explain the concept of reaction rate.</p> <p>Science Practice: Use the collision theory model to explain how reactions happen.</p>
	Lab: Reaction Rate	<p>Demonstrate the effects of changing temperature and particle size on the rate of a chemical reaction.</p> <p>Develop reasonable conclusions in an investigation about reaction rate and generate explanations for the observed results.</p> <p>Science Practice: Plan and perform controlled tests of multiple variables using repeated trials during an investigation about reaction rate.</p>

Unit	Lesson	Lesson Objectives
	Reaction Pathways	Define and explain the role of the activation energy in a chemical reaction. Interpret reaction pathways. Science Practice: Interpret and make inferences from reaction pathway graphs. Use reaction pathway graphs to identify exothermic and endothermic reactions.
	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.
	Heat	Describe heat flow in terms of the motion of atoms or molecules. Distinguish between exothermic chemical processes and endothermic chemical processes. Relate temperature to the average molecular kinetic energy. Science Practice: Analyze and interpret information about a reaction to classify the reaction as either an exothermic process or an endothermic process.
	Rate Laws	Explain the purpose of rate laws. Formulate a rate law by using exponential functions. Identify the order of a reaction and the order of individual reactants. Interpret a rate law in terms of reactant concentration changes. Science Practice: Solve scientific rate law problems using exponential functions.
	Reaction Mechanism and Rate-Determining Step	Define rate-determining step, and identify the rate-determining step in a reaction pathway. Explain what a reaction mechanism is and what intermediates are in a reaction mechanism. Science Practice: Use logic to formulate conclusions about the rate-determining step in a reaction given evidence or data about the reaction. Write the rate law for a reaction pathway.
	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.

Unit	Lesson	Lesson Objectives
Nuclear Chemistry		
	The Discovery of Radioactivity	<p>Describe Becquerel's experiment that led to the discovery of radioactivity.</p> <p>Describe Marie and Pierre Curie's contributions to the study of radioactivity.</p> <p>Science Practice: Describe how Becquerel, the Curies, and other scientists contributed to the cumulative understanding of radioactivity.</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>
	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>
Organic Chemistry		
	Organic Compounds	<p>Describe carbon's unique bonding characteristics that make the diversity of carbon compounds possible.</p> <p>Explain the difference between structural isomers and geometric isomers.</p> <p>Read and draw structural formulas of organic compounds.</p> <p>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.</p>
	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>

Unit	Lesson	Lesson Objectives
	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>
	Carbohydrates and Lipids	<p>Compare monosaccharides, disaccharides, and polysaccharides.</p> <p>Differentiate between saturated and unsaturated fats.</p> <p>Identify carbohydrates and where they are found in nature.</p> <p>Identify lipids and where they are found in nature.</p> <p>Science Practice: Describe the functions of carbohydrates and lipids in nature.</p>
	Amino Acids and Proteins	<p>Describe amino acids as the building blocks of proteins.</p> <p>Describe the biological functions of proteins.</p> <p>Describe the R-group structure of amino acids, and explain how amino acids combine to form the polypeptide backbone structure of proteins.</p> <p>Science Practice: Determine the meaning and analyze the relationships among the following terms: amino acids, proteins, and polymerization.</p>
	Nucleic Acids	<p>Describe RNA and explain how it is related to protein synthesis.</p> <p>Describe the structure and replication of DNA.</p> <p>Describe uses of genetic engineering.</p> <p>Science Practice: Evaluate the impact of genetic engineering on society.</p>
Applications of Chemistry		
	Science and Society	<p>Investigate a scientific problem that affects society.</p> <p>Science Practice: Show how scientific evidence can affect societal decisions.</p>
	Science History	<p>Explain how science influences political, economic, and social aspects of society.</p> <p>Identify key scientists and the progression of ideas that led to current scientific consensus or core knowledge.</p> <p>Science Practice: Examine the contributions of scientists from various scientific disciplines.</p>

Unit	Lesson	Lesson Objectives
	Voltaic Cells	<p>Describe voltaic cells and explain how voltaic cells work.</p> <p>Give examples of common voltaic cells and identify the half-reactions in those cells.</p> <p>Science Practice: Use current applications of voltaic cells to reinforce chemistry concepts.</p>
	Fuel Cells	<p>Describe drawbacks and limitations of fuel-cell cars.</p> <p>Describe fuel cells.</p> <p>Explain the benefits of fuel-cell cars.</p> <p>Science Practice: Investigate a science-based societal issue (i.e., the possible use of fuel-cell cars) by researching the literature and analyzing the data. Then, construct a defense for one side of the issue.</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>

Unit	Topic	Lesson	Lesson Objectives
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Foundations of American Government
Principles of Government

Government and the State

- Define government and the basic powers every government holds.
- Describe the four defining characteristics of the state.
- Identify four theories that attempt to explain the origin of the state.
- Understand the purpose of government in the United States and other countries.

The Formation of Governments

- Cite similarities and differences between unitary and federal governments.
- Discover the main purposes of a constitution.

Types of Government

- Examine characteristics of a democracy.
- Identify reasons free enterprise is conducive to the growth and preservation of democracy.

Basic Concepts of Democracy

- Analyze the connections between democracy and the free enterprise system.
- Identify the role of the Internet in democracy.
- Understand the foundations of democracy.

Origins of American Government

Native-American Cultures

- Describe the agricultural techniques of the Woodlands Native Americans.
- Describe the cultures of Native American groups of the West, the Far North, and the Eastern Woodlands.

Our Political Beginnings

- Describe the three types of colonies that the English established in North America.
- Explain the significance of the following landmark documents: the Magna Carta, the Petition of Right, the English Bill of Rights.
- Identify the three basic concepts of government that influenced government in America.

The Coming of Independence

- Analyze the ideas of the Declaration of Independence.
- Compare the outcome of the First Continental Congress to that of the Second Continental Congress.
- Describe the drafting of the State constitutions and summarize the constitutions' common features.
- Explain how Britain's colonial policies contributed to the growth of self-government in the colonies.
- Identify some of the steps that led to growing feeling of colonial unity.

Unit	Topic	Lesson	Lesson Objectives
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Creating the Constitution

- Compare and contrast the Virginia Plan and the New Jersey Plan for a new constitution.
- Describe the delegates' reactions to the Constitution as they completed their work in Philadelphia.
- Identify some of the sources from which the Framers of the Constitution drew inspiration.
- Identify the Framers of the Constitution and discuss how the delegates organized the proceedings at the Philadelphia Convention.
- Summarize the major compromises that the delegates agreed to make and the effects of those compromises.

Ratifying the Constitution

- Describe the inauguration of the new government of the United States of America.
- Identify the opposing sides in the fight for ratification and describe the major arguments for and against the constitution.

The Constitution

Structure and Principles

- Describe how the founders hoped to prevent any one branch of government from gaining too much power.
- Identify the basic structure of the Constitution.

Three Branches of Government

- Explain why the Constitution specifically describes the powers of Congress, but remains vague about the powers of the president.
- Identify the branch of the federal government which seems to have the most power today.

Amending the Constitution

- Describe how the amendment process illustrates federalism.
- Identify the primary ways that informal changes are made in the Constitution.

The Amendments

- Describe how the amendments of the Constitution show the development of democracy in the United States.
- Understand why it is important in a democratic society that the government follow due process of law when trying suspected criminals.

National and State Powers

- Compare and contrast the differences between the expressed powers and the implied powers.
- Explain how the overall power of the national government compares to that of the states.

Participating in Government

Voting

The Right to Vote

- Identify and explain constitutional restrictions on the States' power to set voting qualifications.
- Summarize the history of voting rights in the United States.

Voter Qualification

- Explain the other requirements that States have used or still use as voting qualifications.
- Identify the universal requirements for voting in the United States.

Unit	Topic	Lesson	Lesson Objectives
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Suffrage and Civil Rights

- Analyze the provisions and effects of the Voting Rights Act of 1965.
- Describe the 15th Amendment and the tactics used to circumvent it in an effort to deny African Americans the vote.
- Explain the significance of the early civil rights legislation passed in 1957, 1960, and 1964.

Influences on Voting

The Formation of Public Opinion

- Analyze how family and education shape public opinion.
- Describe four additional factors that shape public opinion.
- Examine the term public opinion and understand why it is difficult to define.

Measuring Public Opinion

- Describe the challenges involved in measuring public opinion.
- Explain why opinion polls are the best measure of public opinion.
- Identify five steps in the polling process.
- Recognize the limits on the impact of public opinion in a democracy.
- Understand the challenges of evaluating polls.

The Nature of Interest Groups

- Compare and contrast political parties and interest groups.
- Describe the role of interest groups in influencing public policy.
- Explain why people see interest groups as both good and bad for American politics.

Types of Interest Groups

- Describe four categories of groups based on economic interests.
- Explain how the American tradition of joining organizations has resulted in a wide range of interest groups.
- Identify the purpose of public-interest groups.
- Outline the reasons why other interest groups have been created.

Interest Groups at Work

- Analyze how interest groups try to influence political parties and elections.
- Describe how interest groups use propaganda to persuade people to their point of view.
- Examine how lobbying brings group pressures to bear on the process of making public policy.
- Explain interest groups' three major goals in influencing public opinion.

Unit	Topic	Lesson	Lesson Objectives
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The Branches of Government

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

Staff and Support Agencies

- Explain why members of Congress have large personal and committee staffs.
- Understand how a committee staffer has more influence than a member of Congress over a proposed bill.

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.

Taxing and Spending Bills

- Determine the authority Congress has over how the national government will raise and spend money.
- Identify the procedure whereby Congress provides money to the executive agencies and departments.

Influencing Congress

- Determine how closely the votes of members of Congress should reflect the opinions of their constituents.
- Identify factors a member of Congress weighs when deciding whether to support the views of an interest group or of the president.

Executive Branch

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

Unit	Topic	Lesson	Lesson Objectives
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The President's Job Description

- Describe the President's pay and benefits.
- Discuss issues involving the length of the President's term.
- Identify the President's many roles.
- Understand the formal qualifications necessary to become President.

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

Presidential Succession and the Vice Presidency

- Describe the role of the Vice President.
- Explain how the Constitution provides for presidential succession.
- Understand the Constitutional provisions relating to presidential disability.

Styles of Leadership

- Describe a leadership quality you think is most important to the success of a president.
- Explain why communication skills are so important to being an effective president.

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

Judicial Branch

The National Judiciary

- Examine the roles carried out by federal court officers.
- Explain why the Constitution created a national judiciary, and describe its structure.
- Identify the criteria that determine whether a case is within the jurisdiction of a federal court.
- List the terms of office for federal judges and explain how their salaries are determined.
- Outline the selection process for federal judges.

Unit	Topic	Lesson	Lesson Objectives
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The Inferior Courts

- Describe the structure and jurisdiction of the federal courts of appeals.
- Outline the structure and jurisdiction of the federal district courts.
- Outline the structure and jurisdiction of the two other constitutional courts.

The Supreme Court

- Define the concept of judicial review.
- Examine how cases reach the Supreme Court.
- Outline the scope of the Supreme Court's jurisdiction.
- Summarize the way the Court operates.

The Special Courts

- Contrast the functions of the US Court of Appeals for the Armed Forces and the US Court of Appeals for Veterans' Claims.
- Examine the roles of the territorial courts and the District of Columbia courts.
- Explain what types of cases are brought to the United States Tax Court.
- List the conditions under which a citizen may sue the government in the US Court of Federal Claims.

The Supreme Court at Work

- Determine the route most cases from other courts take in reaching the Supreme Court.
- Identify the main steps the Supreme Court takes in deciding cases.

Shaping Public Policy

- Determine if the Court's use of judicial review gives it too much power compared to that of the president and Congress.
- Explain by what means the Supreme Court's power is limited.

Influencing Court Decisions

- Explain how relationships among the justices affect the Supreme Court.
- List the various external influences on Supreme Court decisions.

Civil Liberties and the Law
Constitutional Freedoms

The Unalienable Rights

- Describe how the 9th Amendment helps guarantee individual rights.
- Explain how Americans' commitment to freedom led to the creation of the Bill of Rights.
- Show how federalism affects individual rights.
- Understand that the rights guaranteed by limited government are not absolute.

Unit	Topic	Lesson	Lesson Objectives
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Freedom of Religion

- Describe the "wall of separation between church and state" set by the Establishment Clause of the First Amendment.
- Examine why a free society cannot exist without free expression.
- Explain how the Supreme Court has interpreted and limited the Free Exercise Clauses.
- Summarize the Supreme Court rulings on religion and education as well as other Establishment Clause cases.

Freedom of Speech and Press

- Define symbolic and commercial speech, describe the limits on their exercise.
- Examine the issues of prior restraint and press confidentiality and describe the limits the Court has placed on the media.
- Explain the importance of the two basic purposes of the guaranties of free expression.
- Summarize how the Supreme Court has limited seditious speech and obscenity.

Freedom of Assembly

- Identify the constitutional protections applied to demonstrations by unpopular groups, or to those who might incite violence.
- List the limits on public assembly.

Protecting Individual Rights

Due Process of Law

- Define police power and understand its relationship to civil rights.
- Describe the right of privacy and its origins in constitutional law.
- Explain the meaning of due process of law as set out in the 5th and 14th amendments.

Freedom and Security of the Person

- Explain the intent and application of the 2nd Amendment's protection of the right to keep and bear arms.
- Outline Supreme Court decisions regarding slavery and involuntary servitude.
- Summarize the constitutional provisions designed to guarantee security of home and person.

Rights of the Accused

- Define the writ of habeas corpus, bill of attainder, and ex post facto laws.
- Describe issues that arise from the guarantee of a speedy and public trial.
- Determine what constitutes a fair trial by jury.
- Examine the right to an adequate defense and the guarantee against self-incrimination.
- Outline how the right to a grand jury and the guarantee against double jeopardy help ensure the rights of the accused.

Punishment

- Define the crime of treason.
- Describe the Courts interpretation of cruel and unusual punishment.
- Explain the purpose of bail and preventative detention.
- Outline the history of the Court's decision on capital punishment.

Unit	Topic	Lesson	Lesson Objectives
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Citizenship and Human Rights

The Basis of Citizenship

- Define the requirements for citizenship in the United States.
- Identify the main responsibilities of American citizens.

Citizen Characteristics

- Analyze how patriotism creates national unity
- Describe the characteristics of good citizens
- Identify examples that portray characteristics of good citizens

Equal Protection of the Law

- Define the constitutional meaning of "equal protection".
- Understand how the Court applied the Fourteenth Amendment's equal protection clause to the issue of discrimination.

Human Rights and the Spread of Democratic Ideals

- Discuss how democratic ideals and practices spread in the late 1900s.
- Explain how the nations of the world have dealt with human rights violations.
- List some recent examples of human rights abuses.

State, Local, and Tribal Government

State and Local Government

State Government

- Define direct democracy including initiative, referendum, and recall.
- Explain the relationship between federal, state, local, and tribal powers and government.
- Outline the branches of the state government.
- Understand how to register to vote.
- Understand what the constitution does.

New Mexico's Legislative Process

- Investigate the legislative process.
- Learn some of New Mexico's state symbols.
- List the steps to how a bill becomes a law.
- Understand the different types of legislation.

In the Courtroom

- Compare and contrast civil law and criminal law.
- Describe the jury system.
- Identify and define the kinds of law applied in State courts.

Unit	Topic	Lesson	Lesson Objectives
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The Courts and Their Judges

- Examine and evaluate the different way that judges are selected.
- Explain how Sate courts are organized and describe the work of each kind of State court.

Counties, Towns, and Townships

- Analyze the need for reform in county government.
- Describe some differences among counties.
- Examine the government structure of counties.
- Examine the governments of towns, townships, and special districts.
- Identify the functions of counties.

Cities and Metropolitan Areas

- Contrast the major forms of city government.
- Evaluate the need for city planning.
- Examine reasons for America's shift from a rural to an urban society.
- Explain the process of incorporation and the function of city charters.
- Outline the challenges that face suburbs and metropolitan areas.

Serving Localities

- Identify the major issues surrounding the services local governments provide.
- Understand how special districts and regional arrangements help local governments serve the needs of communities.

Tribal Government

Tribal Sovereignty

- 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

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

Unit	Topic	Lesson	Lesson Objectives
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Indian Campaigns

- Compare and contrast the events in Georgia with the events in New Mexico.
- Describe the link between economic and historical events in the East and the expansion of the Americans in the West.
- Summarize and compare the treatment of Native Americans and treaties in southeastern U.S. and New Mexico.

Political Systems

Comparative Political Systems

Democratic Governments

- Identify the challenges for democracy in Western Europe and Japan.
- Identify the forms that democratic governments take today.

Authoritarian Governments

- Describe how China's Communist Party controls the government.
- Describe how the role of religion is different in Islamic governments than in democratic ones.

Great Britain

- Analyze changes that have occurred in regional and local government in Britain.
- Describe the British court system.
- Examine the elements that make up Britain's unwritten constitution.
- Explain the role of Parliament.
- Identify the role of the British monarchy.

Japan

- Examine early Japanese government and the Japanese constitution.
- Examine the Japanese bureaucracy, political parties, and courts.
- Explain how the prime minister and cabinet perform the nation's executive functions.
- Summarize the structure and functions of the National Diet.
- Understand regional and local government in Japan.

Mexico

- Describe recent changes in Mexico's national politics.
- Examine Mexico's three branches of government.
- Explain how Mexico's regional and local government is structured.
- Summarize Mexico's early political history.

Unit	Topic	Lesson	Lesson Objectives
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Russia

- Describe Mikhail Gorbachev's reforms.
- Examine the structure of the Russian government today.
- Identify events leading to the fall of the Soviet Union.
- Outline the structure of the Soviet government.
- Summarize Russia's political history after Bolshevik Revolution.

China

- Describe China's government today.
- Examine China's political background.

Unit	Lesson	Lesson Objectives
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Introduction to Economics

Resources and Scarcity

- Analyze the role of scarcity in determining how resources are allocated.
- Explain the difference between exhaustible and renewable resources.

The Three Questions of Economics

- Analyze the role of the factors of production in answering the three economic questions.
- Define the three questions of economics.

Opportunity Cost

- Analyze production possibility schedules and production possibility curves.
- Define opportunity cost and its role within the market.

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.

Technology and Economics

- Analyze how technology has changed economic problem solving and planning.
- Describe how changing technology has influenced production and consumption.

Writing Workshop: The Importance of Free Enterprise

- Create an outline in response to an argumentative essay prompt.
- Revise and finalize an argumentative essay.
- Write a draft of an argumentative essay about the importance of free enterprise.

Microeconomics

The Law of Demand

- Discover the law of demand.
- Explain what factors influence changes in demand.
- Explore changes in demand.

The Law of Supply

- Analyze ways to measure changes in supply.
- Define the law of supply.
- Describe the factors that influence supply.

Unit	Lesson	Lesson Objectives
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Determining Market Price

- Analyze how excess supply and excess demand can be caused by disequilibrium.
- Explain how market equilibrium is achieved.

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.

Market Structures and Competition

- Analyze the impact of monopolistic and pure competition within the market.
- Define monopolies and their impact on the market.
- Explain how oligopolies function.

Macroeconomics and Personal Decisions

Introduction to Macroeconomics

- Analyze the circular flow model.
- Describe the concepts that shape macroeconomics.
- Explain how macroeconomics examines aggregate demand and supply.

Economic Growth

- Analyze ways to influence economic growth.
- Describe unemployment rates and types of unemployment.
- Explain how gross domestic product can be used to analyze economic growth.

The Business Cycle

- Analyze the role of the business cycle within the market.
- Compare the four stages of the business cycle.
- Examine factors that influence the business cycle.

Inflation and Stagflation

- Analyze historical examples of inflation and stagflation.
- Compare and contrast inflation and stagflation.
- Describe the effects of inflation on the economy.
- Explain the causes and effects of inflation and stagflation.

Unit	Lesson	Lesson Objectives
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Banking: How to Manage Your Money

- 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.

Credit and Loans

- 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.

Investing

- Explain the importance of risk, return, and liquidity when choosing investments.
- Identify types of investments available to consumers.

Employment and Education

- 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.

Business and Government

Economic Policy

- Describe the economic goals of governments.
- Explain how policies are formed and created.
- Identify the types of economic policies that are created by governments.

Fiscal Policy: Spending

- Analyze how government budgets influence the economy.
- Describe the categories of spending in the federal budget.
- Identify the goals of government spending.

Fiscal Policy: Taxes

- Analyze the effects of differing levels of taxation on the economy.
- Differentiate between approaches to taxation.
- Identify the types of taxes collected by federal, state, and local governments.

Monetary Policy: The Federal Reserve

- Describe the tools used by the Federal Reserve to influence the money supply.
- Explain the role of the Federal Reserve in the economy.
- Identify the goals of monetary policy.

Unit	Lesson	Lesson Objectives
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Regulatory Policy

- Describe how regulatory agencies institute safety.
- Explain how regulatory agencies uphold fair business practices.
- Explain why government regulation is necessary in a mixed-market economy.

Economic Policy: Influential Theories

- Describe the fundamental policy principles of Keynesian economics.
- Examine the theories of Friedrich Hayek and Milton Friedman.
- Explain the contributions of Adam Smith to classical economic theory.

Labor

- Analyze the labor market today.
- Describe the development of labor unions after the Industrial Revolution.
- Explain the development of labor regulations in the United States.

Business Structures

- Describe the differences between sole proprietorships and partnerships.
- Explain the benefits and disadvantages to starting a corporation.
- Identify the reasons for starting a franchise or a cooperative.

Entrepreneurship

- Describe the role of entrepreneurs in various markets.
- Examine the benefits and risks of entrepreneurship.
- Identify the characteristics of an entrepreneur.

The Developing Economy

A New Revolution

- Describe the reasons the US became more industrialized after the Civil War.
- Explain the demographic changes that resulted from industrialization.
- Identify the effects of the growth of America's railroads on business and settlement.

New Economic Theories

- Describe the principles of capitalism as defined by Adam Smith.
- Explain how problems arising from industrialization led to new economic theories.
- Explain the principles of socialism and communism.

Roaring Economy to Great Depression

- Explain how consumerism and mass production led to the economic growth of the 1920s.
- Explain the events that led to the Stock Market Crash of 1929.
- Identify and describe three causes of the Great Depression.

Unit	Lesson	Lesson Objectives
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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 New Deal

- Analyze the conflict between Roosevelt and those who opposed New Deal programs.
- Evaluate the long-term effects of New Deal programs, and how they impact American's expectations of government today.
- Identify the provisions passed during the Second New Deal, and describe their impact on American business and society.

America and the War at Home

- Describe how war production helped end the Great Depression.
- Explain how American war production gave the Allies an advantage over the Axis Powers.
- Explain how the US government, private industries, and the American public worked together to arm and equip American and Allied forces.
- Identify new technologies or advancements that were introduced as a result of the war.

The Baby Boom

- Analyze the societal changes that occurred during the 1950s, including the influence of new technologies.
- Describe the connections between car culture, new migration, and the growth of suburbs in American cities.
- Explain how a growing postwar economy led to a "baby boom."

Reagan and the 1980s

- Analyze the effects of Reagan's conservative policies on domestic events.
- Describe the reasons for Reagan's victory in the election of 1980.
- Examine Reagan's economic policy and its effect on the US economy.

Today's Global Economy

International Trade

- Describe the concept of international trade.
- Explain the differences and connections between absolute and comparative advantage.
- Identify reasons that countries specialize in the production of specific goods.

Currencies and Exchange Rates

- Analyze how exchange rates influence the global economy.
- Describe why nations use different currencies.
- Explain how exchange rates work.

Globalization

- Analyze the effects of globalization on countries, companies, and consumers.
- Define the concept of globalization.
- Explain how the growth of the global economy can be measured.

Unit	Lesson	Lesson Objectives
		<p>Trade Barriers</p> <ul style="list-style-type: none">Explain how trade barriers create financial incentives for countries to invest domestically.Explain how trade barriers create limitations on imports through embargoes, standards, and quotas. <p>Trade Agreements</p> <ul style="list-style-type: none">Analyze the economic and social consequences of free trade.Describe influential trade agreements and organizations, including the WTO and NAFTA.Identify the purposes of creating trade agreements. <p>Economic Development</p> <ul style="list-style-type: none">Analyze the issues facing developed economies.Describe the changes taking place in developing economies.Identify measurements that indicate the level of development in an economy. <p>Writing Workshop: The Effects of Globalization</p> <ul style="list-style-type: none">Create an outline in response to an informative essay prompt.Revise and finalize an informative essay.Write a draft of an informative essay about globalization in China.

Unit	Topic	Lesson	Lesson Objectives
Unit 1: Health and Wellness Basics			
Personal Health and Wellness Skills			
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			
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, Safety, and Environmental Issues			
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			
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			

Unit	Topic	Lesson	Lesson Objectives
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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 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

Unit 2: Mental and Emotional Health

Mental and Emotional Health

Evaluating Mental and Emotional Health

- 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

- 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

- Differentiate between high and low self-esteem
- Identify factors that influence self-esteem
- List strategies for improving self-esteem

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	Topic	Lesson	Lesson Objectives
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Unit 3: Family and Social Health
Healthy Family and Peer Relationships

The Meaning of Culture

- Define meaning of the term culture, and how material culture and nonmaterial culture differ.
- Outline the basic components of culture.

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

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, Food, and Nutrition

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

Unit	Topic	Lesson	Lesson Objectives
			<p>Physical Fitness Attitudes</p> <ul style="list-style-type: none"> 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 <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>Food and Health</p> <ul style="list-style-type: none"> Analyze the relationship between nutrition, health, and wellness Describe the functions of the six basic nutrients in maintaining health Recall common nutrition terminology <p>Nutritional Needs</p> <ul style="list-style-type: none"> 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 <p>Guidelines for Healthy Eating</p> <ul style="list-style-type: none"> 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
			<p>Body Composition</p> <p>Healthy Body Composition</p> <ul style="list-style-type: none"> 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 <p>Determining and Controlling Body Composition</p> <ul style="list-style-type: none"> 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 <p>Diets</p> <ul style="list-style-type: none"> 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 <p>Body Image and Eating Disorders</p> <ul style="list-style-type: none"> 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

Development - Prenatal to Adulthood

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

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

Unit	Topic	Lesson	Lesson Objectives
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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 and Alcohol

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

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 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

Unit	Topic	Lesson	Lesson Objectives
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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 and Sexually Transmitted Infections

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

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

Unit	Topic	Lesson	Lesson Objectives
Noncommunicable Diseases and Disabilities			
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			
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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New Mexico is a Territory
Settlement in New Mexico

Introduction

- Discuss New Mexico's importance to trade and the resulting battles and wars involving the region.
- Identify the people who lived in New Mexico before the arrival of the Spanish.
- Recognize the changes in New Mexico after the arrival of Spanish explorers and missionaries.

New Mexico Geography

- Apply the five themes of geography to New Mexico.
- Demonstrate that characteristics of each theme change over time.
- Describe factors affecting location.

Manifest Destiny

- Explain the factors in the United States leading up to Manifest Destiny.
- Understand the doctrine that led to the Indian Removal Act and removals.
- Understand the political climate in Mexico.

Conflict in the West

Mining and Gold

- Describe the social and economic atmosphere in mining towns.
- Explain the difference between placer mining and hard rock mining.
- Understand how the Spanish search for gold effected New Mexico history.

Civil War in New Mexico

- Analyze how New Mexico's geography affected the outcome of the Civil War.
- Recognize how other states relied on New Mexico.
- Understand how New Mexico was different from the Union and the Confederacy.

Indian Campaigns

- Compare and contrast the events in Georgia with the events in New Mexico.
- Describe the link between economic and historical events in the East and the expansion of the Americans in the West.
- Summarize and compare the treatment of Native Americans and treaties in southeastern U.S. and New Mexico.

The Long Walk

- Analyze how geography played a role in Indian relationships.
- Understand how policies in Washington led to the Long Walk.
- Understand how the removal of people to reservations affected population growth and cultural relations.

Unit	Topic	Lesson	Lesson Objectives
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Development and Trade

Lincoln County War

- Identify the key people that started the Lincoln County War.
- Understand the business climate and activities that ruled in Lincoln County after the Civil War.

Cattle and Sheep

- Determine how the increased importance of both cattle and sheep affected the environment and landscape of The West.
- Discuss how and why the cattle boom ended.
- Examine the roles played by both mining and railroads in the onset of the cattle boom and the sheep boom.
- Identify the positive and negative economic effects of the growth of the cattle and sheep industries on the lives of western ranchers.

Railroads

- Define the importance of the Gadsden Purchase.
- Describe the economic and demographic changes brought about by new transportation technologies.
- Trace the development of railroads along established trade routes.
- Understand how various routes across the west provided a connection to the East Coast.

New Mexico Becomes a State

New Mexico's Growing Pains

Sisters of Charity

- Describe the roles of the Sisters of Charity.
- Explain the role of the Sisters of Charity in the development of New Mexico's convalescent hospitals.
- Understand how Sister Blandina's saving of the prisoner from mob action also saved the doctors of Trinidad.

Land Grants

- Describe the major types of land grants.
- Outline the history of land grants from the Spanish and Mexican periods as well as in New Mexico history.
- Understand problems with land grants after becoming a territory.

Colfax County War

- Learn how the courts changed use and ownership of grant land.
- Trace the development and disposition of the Maxwell Land Grant.
- Understand the role of the Santa Fe Ring in violence during the Territorial Period.

Character of the West

Rough Riders

- Investigate examples of heroic deeds done by New Mexicans.
- Review the events leading up to the war with Spain.
- Understand why Roosevelt believed that western cowboys would be good fighters in Cuba.

Unit	Topic	Lesson	Lesson Objectives
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Character Matters

- Describe how conservation issues with the Taft administration caused difficulties for New Mexico.
- Outline how Curry's appoints by Roosevelt contributed to New Mexico's eventual statehood.
- Understand how Curry's honesty, courage, and loyalty justified Roosevelt's faith in him.

The Path to Statehood

- Identify internal problems that led to a negative perception of New Mexico's suitability for statehood.
- Review the events that led to New Mexico becoming a territory.
- Understand how New Mexico was perceived by the rest of the United States.

State Government

- Define direct democracy including initiative, referendum, and recall.
- Explain the relationship between federal, state, local, and tribal powers and government.
- Outline the branches of the state government.
- Understand how to register to vote.
- Understand what the constitution does.

Conflict at the Border

New Mexico's Legislative Process

- Investigate the legislative process.
- Learn some of New Mexico's state symbols.
- List the steps to how a bill becomes a law.
- Understand the different types of legislation.

Pancho Villa Invades New Mexico

- Describe the events leading up to Pancho Villa's invasion.
- Detail the military and strategic changes that made the U.S. better prepared for World War I.
- Review the invasion highlights and punitive expedition.

US-Mexican Relations

- Explain the events leading up to the Zimmerman telegram.
- Link Pershing's expedition to border unrest between Mexico and the United States.
- Understand immigration issues that existed between Mexico and the United States.

World War I and New Mexico

- Review the civilian contributions of New Mexicans during World War I.
- Review the military contributions of New Mexicans during World War I.
- Understand how New Mexican women helped the nation supply food to the soldiers.

Unit	Topic	Lesson	Lesson Objectives
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Changes Through the Depression
Economic Development and the Arts

Creating Enchantment

- Explore the businesses created by Fred Harvey and his sons.
- Investigate the work of Mary Colter, innovative architect of the Southwest.
- Understand how an image of New Mexico was created to further tourism.

Suffrage

- Characterize the women's suffrage movement in New Mexico.
- Describe the issues behind the delay in women's suffrage in New Mexico.
- Understand changes in New Mexico's state offices as a result of suffrage.

Luhan and O'Keeffe

- Investigate the life and works of Georgia O'Keeffe.
- Learn about the impact Luhan had in bringing new artists to New Mexico.
- Review Mabel Luhan's life and the passion that drove her to create the Taos writer's colony.

Scandals and Issues

Albert Fall

- Learn how the blackmail efforts of another westerner helped expose the scandal.
- Trace Albert Fall's early career in New Mexico Territory.
- Understand Albert Fall's role in the Teapot Dome Scandal.

Revival of Local Arts

- Review the development of the Navajo rug trade.
- Trace the development and success of Maria's black on black pottery.
- Understand the demand created by Fred Harvey's Indian Curio Rooms and the railroad.

Acequia

- To learn how acequia administration is handled today.
- To trace the evolution of the acequia institution.
- To understand the origins of acequia culture from the time of the Spaniards.

Struggles for Land and Wealth

The Great Depression

- Explore how the Great Depression effected farming communities.
- Learn how specific New Deal programs were of benefit to New Mexicans.
- Understand how drought and overgrazing contributed to economic depression in New Mexico.

Unit	Topic	Lesson	Lesson Objectives
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Pueblo Lands and John Collier

- Compare the original Bursum Bill with the final version.
- Explain the sentiments and bills that led up to the Bursum Bill.
- Summarize the effect of publicity on the changes to the Bursum Bill.

Route 66

- Explain the technologies that contributed to the development of auto travel.
- Trace how advertising transformed New Mexico's tourism.
- Understand the impact of America's highway system on travel.

World War II to Present Day
Military and Economic Growth

Twentieth Century Overview

- Examine the economic and technical changes that occurred as New Mexico moved from a coal economy to the Atomic Age.
- Summarize the highlights of the arts movement, the Depression, and Native American history.
- Summarize the highlights of the arts movement, the Depression, and Native American history.
- Trace the military history of New Mexico.

Military in New Mexico

- Examine the contributions of Dennis Chavez to New Mexicans and the development of federal facilities in New Mexico.
- Review the history of military bases in New Mexico in the mid-twentieth century.
- Trace the military preparations of New Mexico.

Dawson

- Examine the economic forces and circumstances that led to Dawson becoming a ghost town.
- Summarize life in a coal mining town like Dawson.
- Understand the development of Dawson.

New Mexico and World War II

Science In New Mexico

- Examine the contributions of New Mexico's National Labs as well as WIPP, national observatories, and VLA.
- Summarize the impact of technology on the rest of the United States.
- Trace the development of technology in New Mexico.

Bataan Death March

- Describe the events that led up to the Bataan Death March.
- Examine the fate of the American prisoners of war.
- Understand how the impact of Japanese atrocities led to the U.S. decision to use the atomic bomb.

Unit	Topic	Lesson	Lesson Objectives
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Navajo Code Talkers

- Examine the contributions of code talkers to the war effort.
- Trace the development of military intelligence throughout history.
- Understand the development of codes during World War I and World War II.

New Mexico in the Twentieth Century

Internment Camps and POWs

- Examine the contributions of the POWs to New Mexico's economy.
- Outline the development of Prisoner of War camps in New Mexico.
- Review the conditions in the internment camps in New Mexico.

Manhattan Project

- Outline the events that led up to nuclear testing.
- Understand the need to develop the atomic bomb.
- Understand the results of testing and using the atomic bomb during World War II.

Twentieth Century Water Issues

- Relate water pollution to the economic development in New Mexico.
- Review current New Mexico projects to protect available water.
- Understand the central issues of New Mexico's water problem.

Unit	Topic	Lesson	Lesson Objectives
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New Mexico Before the Europeans
Study of the Past

Introduction

- Discuss New Mexico's importance to trade and the resulting battles and wars involving the region.
- Identify the people who lived in New Mexico before the arrival of the Spanish.
- Recognize the changes in New Mexico after the arrival of Spanish explorers and missionaries.

Archaeology

- Analyze and evaluate information by developing and applying criteria for selecting appropriate information.
- Demonstrate the ability to examine history from the perspectives of the participants.
- Use the problem-solving process to identify a problem and gather information.

Early Man

- Describe geographically based pathways of inter-regional interaction.
- Describe the role of technology in shaping the characteristics of places.
- Explain how differing perceptions of places, people, and resources have affected events and conditions in the past.

Early Native American Tribes

Anasazi

- Describe the characteristics of early societies, including the development of tools and adaptation to environments.
- Describe ways in which different groups maintain their cultural heritage.
- Explain the motivations for the European exploration of the Americas.

The Archaeology of Chaco Canyon

- Explain how and why regions change using global examples.
- Explain how places change due to human activity.
- Research historical events and people from a variety of perspectives.

Pueblo Indians

- Analyze New Mexico settlement patterns and their impact on current issues.
- Describe factors affecting location of human activities.
- Describe how individual and cultural characteristics affect perceptions of locales and regions.

Navajo and Apache

- Demonstrate the ability to examine history from the perspectives of the participants.
- Describe patterns and process of migration and diffusion.
- Explain how differing perceptions of places and resources have affected events and conditions in the past.

Unit	Topic	Lesson	Lesson Objectives
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Geography

Five Themes of Geography

- Explain how New Mexicans have adapted to their physical environments to meet their needs over time.
- Explore a region by its distinguishing characteristics.
- Interpret and analyze geographic information obtained from a variety of sources.

New Mexico Geography

- Apply the five themes of geography to New Mexico.
- Demonstrate that characteristics of each theme change over time.
- Describe factors affecting location.

Spanish Explorers

Age of Discovery

Age of Exploration

- Describe the challenges the expedition faced.
- Identify Columbus and describe the circumstances that led to his explorations.
- Understand the competition between Spain and Portugal.

Cortés

- Explain how Spanish rule affected the lives of the Indians.
- Identify what people and events helped Cortés conquer the Aztecs.
- Understand the consequences of the defeat of the Aztecs.

Cabeza de Vaca

- Describe the land that de Vaca had seen and heard about.
- Describe what the Spaniards thought they would find as a result of de Vaca's report.
- Explain how de Vaca and his small group made their way to New Spain.

The Search for Gold

Fray Marcos de Niza

- Explain what Fray Marcos reported to Mendoza.
- Learn about Estevan's role and fate in the expedition.
- Understand the purpose of Fray Marcos' journey northward.

Coronado

- Explain how the expedition violated the wishes of the viceroy.
- Learn the positive accomplishments of the expedition.
- Understand the events that led to the Coronado expedition.

Unit	Topic	Lesson	Lesson Objectives
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Oñate

- Detail the results of the defeat of Acoma.
- Learn where the first settlements were established.
- Review Spanish-Indian relations.

Spanish Roots

Early Government

- Describe church government in New Mexico in the early 1600's.
- Describe the difficulties of the encomienda system and tribute.
- Understand what being a royal colony meant for New Mexicans.

Gold Legends

- Describe legends that claim gold was discovered in abundance by priests.
- Review the difference between history and legends.
- Summarize early historical conquistador quests for gold.

Influences

- Learn the foods introduced from Spain and from the New World.
- Understand the impact of disease on the New World population.
- View the success of the Spanish as a result of advanced technology.

Expansion and Settlement

Native American Conflict

Prelude to the Pueblo Revolt

- Describe how conflict between the church and the state affected the Pueblo Indians.
- Learn about the forces and events that led up to the Pueblo Revolt.
- Understand how the encomienda system became an instrument of financial gain.

Pueblo Revolt

- Describe the Spanish defeats of the revolt.
- Learn how Popé eventually lost control of the Pueblos.
- Understand the how the Pueblos planned the revolt for the same day across all New Mexico.

De Vargas

- Learn why the reconquest was successful.
- Understand how respect played a role in the success and failure of Spanish rule.
- Understand the events that led up to the reconquest of New Mexico.

Unit	Topic	Lesson	Lesson Objectives
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Into the West

Spanish Life

- Discover how buildings may have appeared in early days.
- Learn the role that ranches played in the lives of the surrounding people.
- Understand how ranches were started.

1776 in New Mexico

- Learn how Anza created a lasting alliance with the Comanche.
- Trace Don Juan Bautista de Anza's journey to California and his governorship of New Mexico.
- Understand what was happening in the eastern US colonies and the province of New Mexico.

Zebulon Pike

- Explain the purpose of the American and Spanish expeditions.
- Learn how knowledge of cultural and physical geography played a role in opening the West.
- Understand the international implications of the Louisiana Purchase.

Life in New Mexico

Mountain Men and Trappers

- Explain how the fur trapper rendezvous contributed to increased commerce.
- Outline how Kit Carson's careers were a logical extension of his early trapper years.
- To understand the main fur companies and how they worked together.

Santa Fe Trail

- Learn what the writings of Susan Shelby Magoffin tell us about life on the trail.
- Outline Becknell's contribution to the beginnings of the Santa Fe Trail.
- Understand the economic effects of Mexican Independence.

Santa Rita Copper

- Describe the history of the Santa Rita copper mines.
- Explain the impact of Zebulon Pike's observations of the copper mine output.
- Understand the process by which copper was mined.

On to Statehood

Territorial Claims

Mexican-American War

- Analyze the impact of the Mexican-American War on New Mexico.
- Describe how the territories of Oregon, Texas, and New Mexico were formed.
- Understand the events leading up to the Mexican-American War.

Unit	Topic	Lesson	Lesson Objectives
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Manifest Destiny

- Explain the factors in the United States leading up to Manifest Destiny.
- Understand the doctrine that led to the Indian Removal Act and removals.
- Understand the political climate in Mexico.

Traveling West

- Explain how the selection of equipment and animals could affect the success of the journey.
- Learn about the planning required to become a pioneer.
- Understand the environmental and human dangers that the pioneers faced.

New Mexico and the Civil War

Fort Union

- Explain how Fort Union was established.
- Trace the development of Fort Union and its defining characteristics.
- Understand the importance of the fort and its military personnel during the Civil War.

Women in Fort Union

- Compare the lives of the officers' wives with working women.
- Describe the life of Ellen Williams and her experience during the Civil War.
- Describe the life of Katie Bowen, wife of Captain Bowen.

Civil War in New Mexico

- Analyze how New Mexico's geography affected the outcome of the Civil War.
- Recognize how other states relied on New Mexico.
- Understand how New Mexico was different from the Union and the Confederacy.

Territorial Changes

Economic Transformation: Transportation

- Define the importance of the Gadsden Purchase.
- Trace the development of railroads along established trade routes.
- Understand how various routes across the west provided a connection to the East Coast.

Buffalo Hunt

- Explain how Native Americans and settlers hunted buffalo.
- Trace the role of technology and human movement in the disappearance of buffalo during the 1800's.
- Understand the importance of buffalo to the economy of the Native Americans.

Lincoln County War

- Identify the key people that started the Lincoln County War.
- Understand the business climate and activities that ruled in Lincoln County after the Civil War.

Unit	Topic	Lesson	Lesson Objectives
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New Mexico as a State

The Path to Statehood

- Identify internal problems that led to a negative perception of New Mexico's suitability for statehood.
- Review the events that led to New Mexico becoming a territory.
- Understand how New Mexico was perceived by the rest of the United States.

State Government

- Define direct democracy including initiative, referendum, and recall.
- Explain the relationship between federal, state, local, and tribal powers and government.
- Outline the branches of the state government.
- Understand how to register to vote.
- Understand what the constitution does.

New Mexico's Legislative Process

- Investigate the legislative process.
- Learn some of New Mexico's state symbols.
- List the steps to how a bill becomes a law.
- Understand the different types of legislation.

20th Century New Mexico

- Examine the economic and technical changes that occurred as New Mexico moved from a coal economy to the Atomic Age.
- Summarize the highlights of the arts movement, the Depression, and Native American history.
- Trace the military history of New Mexico.

Unit	Topic	Lesson	Lesson Objectives
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The Nature of Science
Scientific Thinking

What Is Science?

- Compare and contrast theories and laws.
- Define science and identify questions that science cannot answer.
- Identify a system and its components.
- Identify the three branches of science.

Scientific Inquiry

- Compare and contrast scientific theories and scientific laws.
- Describe the steps involved in scientific inquiry.
- Differentiate between an observation and an inference.
- Explain the relationship between variables and controls in an experiment.

Evaluating Scientific Explanation

- Evaluate promotional claims.
- Evaluate scientific explanations.

Thinking Like a Scientist

- Describe how Lavoisier transformed chemistry.
- Explain why collaboration and communication are important in science.
- Identify three steps in the scientific method.

Skills Lesson: Forming a Valid Hypothesis

- Create an explanation based on the determined relationships.
- Determine relationships between contributing factors utilizing prior knowledge and research.
- Identify contributing factors of an observed event or process.
- Utilize the explanation to form a valid hypothesis.

Skills Lesson: Constructing Valid Criticisms

- Analyze data to determine reliability and bias.
- Construct a valid criticism of the possible outcome based on the data.
- Identify factors contributing to the possible outcome of a process.
- Research data relating to the contributing factors.

Skills Lesson: Proposing Logical Alternatives

- Compare the positive and negative effects of previously enacted resolutions to a problem.
- Identify an unresolved problem.
- Propose a logical alternative to an unresolved problem or question.
- Utilize scientific data and research to establish cause and effect.

Unit	Topic	Lesson	Lesson Objectives
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Measuring and Recording Data**Laboratory Tools and Safety**

- Describe the use of various common laboratory tools.
- Differentiate between light, dissecting, and electron microscopes.
- Explain the importance of following common lab rules and procedures.
- Identify safety equipment found in a science lab.

Measurement

- Determine appropriate units to use for particular measurements.
- Explain the importance of the International System of Units.

How Reliable Are Measurements?

- Define and compare accuracy and precision.
- Use percent error to describe the accuracy of experimental data.
- Use significant figures and rounding to reflect the certainty of data.

Drawings, Tables, and Graphs

- Describe how to use pictures and tables to give information.
- Distinguish the correct use of each type of graph.
- Identify and use three types of graphs.

Scientific Notation and Dimensional Analysis

- Express numbers in scientific notation.
- Use dimensional analysis to convert between units.

Chemical Building Blocks**Matter****What Is Matter?**

- Categorize materials as pure substances or mixtures.
- Describe molecules, and explain how they are formed.
- Distinguish between elements and compounds.
- Explain the relationship between matter, atoms, and elements.
- Interpret and write some common chemical formulas.

Properties of Matter

- Describe characteristic properties, and give examples.
- Distinguish between the physical and chemical properties of matter, and give examples of each.
- Explain how materials are suited for different uses based on their physical and chemical properties and give examples.
- Perform calculations involving density.

Unit	Topic	Lesson	Lesson Objectives
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Changes of Matter

- Compare and contrast physical and chemical changes.
- Describe how to detect whether a chemical change has occurred.
- Explain chemical change, and give examples of chemical changes.
- Explain physical change, and give examples of physical changes.

Mixtures in Matter

- Classify mixtures as homogeneous or heterogeneous.
- Contrast mixtures and substances.
- List and describe several techniques used to separate mixtures.

Solids, Liquids, and Gases

States of Matter

- Describe the characteristics of a gas.
- Describe the characteristics of a liquid.
- Describe the characteristics of a solid.

Changes of State

- Explain what happens to a substance during changes between liquid and gas.
- Explain what happens to a substance during changes between solid and gas.
- Explain what happens to a substance during changes between solid and liquid.

Gas Behavior

- Explain how the volume, temperature, and pressure of a gas are related.
- List the types of measurements used when working with gases.

Pressure

- Describe how fluid pressure changes with elevation and depth.
- Explain how fluids exert pressure.
- Explain what pressure depends on.

Atoms, Elements, and the Periodic Table

Atomic Structure

- Compare and contrast Bohr's model with the modern model of the atom.
- Explain Dalton's atomic theory, and describe why it was more successful than Democritus's theory.
- State the charge, mass, and location of each part of an atom according to the modern model of the atom.

Unit	Topic	Lesson	Lesson Objectives
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Models of the Atom

- Describe how the shapes of orbitals related to different sub-levels differ.
- Describe the energies and positions of electrons according to the quantum mechanical model.
- Identify the inadequacies in the Rutherford atomic model.
- Identify the new proposal in the Bohr model of the atom.

Particle Physics

- Define the four fundamental interactions of nature.
- Describe the standard model of the universe.
- Identify the elementary particles that make up matter.

A Guided Tour of the Periodic Table

- Describe how the abundance of isotopes affect an element's average atomic mass.
- Determine how many protons, neutrons, and electrons an atom has, given its symbol, atomic number, and mass number.
- Explain why some atoms gain or lose electrons to form ions.
- Relate the organization of the periodic table to the arrangement of electrons within an atom.

Metals

- Explain how the elements that follow uranium are produced.
- Explain how the reactivity of metals changes across the periodic table.
- List the physical properties of metals.

Nonmetals and Metalloids

- Describe the properties of nonmetals.
- Tell how metalloids are useful.

Radioactive Elements

- Describe how radioactive isotopes are useful.
- Describe how radioactivity was discovered.
- Identify the types of particles and energy that radioactive decay can produce.

The Structure of Matter

Compounds and Molecules

- Describe how the chemical structure of a compound affects its properties.
- Distinguish between compounds and mixtures.
- Relate the chemical formula of a compound to the relative numbers of atoms or ions present in the compound.
- Use models to visualize a compound's chemical structure.

Why Do Atoms Combine?

- Compare how the arrangement of electrons in an atom is related to its place in the periodic table.
- Compare the relative amounts of energy of electrons in an atom.
- Identify how electrons are arranged in an atom.

Unit	Topic	Lesson	Lesson Objectives
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Ionic Bonds

- Describe ions, and explain how they form bonds.
- Explain how the formulas and names of ionic compounds are written.
- Identify the properties of ionic compounds.

Covalent Bonds

- Explain how unequal sharing of electrons occurs and how it affects molecules.
- Identify the properties of molecular compounds.
- State what holds covalently bonded atoms together.

Organic and Biochemical Compounds

- Describe how carbon atoms bond covalently to form organic compounds.
- Identify the names and structures of groups of simple organic compounds and polymers.
- Identify what makes up the polymers that are essential to life.

Chemical Reactions**The Nature of Chemical Reactions**

- Describe the differences between endothermic and exothermic reactions.
- Explain chemical changes in terms of the structure and motion of atom and molecules.
- Identify situations involving chemical energy.
- Recognize some signs that a chemical reaction may be taking place.

Reaction Types

- Describe reactions that transfer or share electrons between molecules, atoms, or ions.
- Distinguish among the five general types of chemical reactions.
- Predict the products of some reactions based on the reaction type.

Balancing Chemical Equations

- Calculate the relative masses of reactants and products from a chemical equation.
- Demonstrate how to balance chemical equations.
- Explain how the law of definite proportions allows for predictions about reaction amounts.
- Identify mole ratios in a balanced chemical equation.
- Interpret chemical equations to determine the relative number of moles of reactants needed and moles of products formed.

Rates of Change

- Apply Le Chatelier's principle to predict the effect of changes in concentration, temperature, and pressure in an equilibrium process.
- Describe the factors affecting reaction rates.
- Explain chemical equilibrium in terms of equal forward and reverse reaction rates.
- Explain the effect a catalyst has on a chemical reaction.

Unit	Topic	Lesson	Lesson Objectives
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Acids, Bases, and Solutions

Understanding Solutions

- Explain how solutes affect the freezing point and boiling point of a solvent.
- Describe what happens to the particles of a solute when a solution forms.
- State the characteristics of solutions, colloids, and suspensions.

Concentration and Solubility

- Describe how concentration is measured.
- Explain why solubility is useful in identifying substances.
- Identify factors that affect the solubility of a substance.

Describing Acids and Bases

- Identify where acids and bases are commonly used.
- Names the properties of acids and bases.

Acids and Bases in Solution

- Describe what happens in a neutralization reaction.
- Explain what pH tells you about a solution.
- State what kinds of ions acids and bases form in water.

Motion, Forces, and Energy

Motion

Measuring Motion

- Distinguish between speed and velocity.
- Explain the relationship between motion and a frame of reference.
- Relate speed to distance and time.
- Solve problems related to time, distance, displacement, speed, and velocity.

Acceleration

- Define acceleration.
- Predict what effect acceleration will have on motion.

Momentum

- Define momentum.
- Explain the relationship between mass and inertia.
- Predict motion using the law of conservation of momentum.

Force and Newton

Newton's First Law

- Describe Newton's First law of motion.
- Distinguish between balanced and net forces.
- Explain how friction affects motion.

Unit	Topic	Lesson	Lesson Objectives
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Newton's Second Law

- Describe Newton's second law of motion.
- Explain why objects accelerate during free fall.
- Explain why the direction of force is important.
- Identify the factors that affect the gravitational force between two objects.

Newton's Third Law

- Identify the relationship between the forces that objects exert on each other.

Rockets and Satellites

- Describe the forces that keep a satellite in orbit.
- Explain how a rocket lifts off the ground.

Energy

What Is Energy?

- Describe how energy, work, and power are related.
- Name and describe the two basic kinds of energy.

Forms of Energy

- Explain how an object's mechanical energy is determined.
- Name some forms of energy associated with the particles that make up objects.

Energy Transformations and Conservation

- Describe how different forms of energy are related.
- Name common energy transformations.
- State the law of conservation of energy.

Energy and Fossil Fuels

- Describe how energy is transformed when fossil fuels are used.
- Identify the source of the energy stored in fossil fuels.

Temperature, Thermal Energy, and Heat

- Describe how thermal energy is related to temperature and heat.
- Explain the significance of a high specific heat.
- Name the three common temperature scales.

Heat

- Describe three ways heat is transferred.
- Explain the difference between thermal energy and heat.
- Identify materials that are insulators or conductors.

Unit	Topic	Lesson	Lesson Objectives
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Waves, Sound, and Light
Waves

What Are Waves?

- Describe two types of waves and how they can be represented.
- Explain what causes mechanical waves.

Characteristics of Waves

- Define the terms frequency and period.
- Describe the Doppler effect.
- Identify the crest, trough, amplitude, and wavelength of a wave.
- Solve problems involving wave speed, frequency, and wavelength.

Seismic Waves

- Explain how a seismograph works.
- Identify the types of seismic waves.

Sound

- Describe the function of the ear.
- Explain how harmonics and resonance affect the sound from musical instruments.
- Explain how sonar and ultrasound imaging work.
- Recognize what factors affect the speed of sound.
- Relate loudness and pitch to properties of sound waves.

Music

- Describe how different instruments produce music.
- Explain how you hear.
- Explain the difference between music and noise.

Electromagnetic Waves

The Nature of Electromagnetic Waves

- Identify models that explain the behavior of electromagnetic waves.
- State what an electromagnetic wave consists of.

Waves of the Electromagnetic Spectrum

- Explain how electromagnetic waves are alike and how they are different.
- Name the waves that make up the electromagnetic spectrum.

Using Electromagnetic Waves

- Compare and contrast AM and FM radio signals.
- Describe different ways of using electromagnetic waves to communicate.

Unit	Topic	Lesson	Lesson Objectives
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Light

Properties of Light

- Describe the wave nature of light.
- Determine why objects appear to have color.
- Explain how light interacts with materials.

Reflection and Mirrors

- Describe how concave and convex mirrors form an image.
- Determine how mirrors form an image.
- Explain how light is reflected from rough and smooth surfaces.

Refraction and Lenses

- Determine why light rays refract.
- Explain how convex and concave lenses form images.

Using Mirrors and Lenses

- Describe how a camera works.
- Explain how microscopes magnify objects.
- Explain how telescopes make distant objects visible.

Electricity and Magnetism

Electric Charge and Static Electricity

- Describe how static electricity builds up and transfers.
- Explain how electric charges interact.
- Explain what an electric field is.

Electric Current

- Describe what causes electric charges to flow in a circuit.
- Explain how an electric current is produced.
- Explain how conductors are different from insulators.
- Explain how resistance affects current.

Electric Circuits and Power

- Describe the basic features of an electric circuit.
- Explain how to calculate electric power and the energy used by an appliance.
- Explain what Ohm's law is.
- Identify how many paths currents can take in series and parallel circuits.

What Is Magnetism?

- Describe the shape of a magnetic field.
- Explain how magnetic poles interact.
- Explain what the properties of a magnet are.

Unit	Topic	Lesson	Lesson Objectives
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What Is Electromagnetism?

- Describe the characteristics of an electromagnet.
- Explain how an electric current is related to a magnetic field.
- Identify some characteristics of a magnetic field.

Electricity, Magnetism, and Motion

- Describe how a galvanometer works.
- Describe what an electric motor does.
- Explain how electrical energy can be transformed in to mechanical energy.

Electricity from Magnetism

- Describe how a generator works.
- Describe the function of a transformer.
- Explain how an electric current can be produced in a conductor.

Our Universe, Galaxy, and Earth
The Universe

Origin of the Universe

- Describe red shift, and explain what it tells scientists about our universe.
- Describe the basic structure of the universe.
- Explain how scientists are using tools and models to hypothesize what may happen to the universe in the future.
- State the main features of the big bang theory, and explain the evidence supporting the expansion of the universe.

The Milky Way and Other Galaxies

- Define galaxy, and identify Earth's home galaxy.
- Describe two aspects of a quasar, and identify the tools scientists use to study quasars.
- Describe two characteristics of a spiral galaxy.
- Distinguish between the three types of galaxies.

The Life and Death of Stars

- Describe the basic structure and properties of stars.
- Explain how the surface temperature of a star is measured.
- Identify the stages in the evolution of stars.
- Recognize that all normal stars are powered by fusion reactions that form elements.

Sun, Earth, and Moon

- Describe eclipses and phases of the moon.
- Explain how gravity works within the solar system.
- List two characteristics of the moon, and show how the moon affects Earth's tides.
- Recognize Earth as one of many planets that orbit the sun.

Unit	Topic	Lesson	Lesson Objectives
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Earth's Geosphere

Life and Geologic Time

- 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.

Earth's Interior and Plate Tectonics

- Describe the movement of Earth's lithosphere using the theory of plate tectonics.
- Explain how the presence of magnetic bands on the ocean floor supports the theory of plate tectonics.
- Identify Earth's different geologic layers.
- Identify the three types of plate boundaries and the principal structures that form at each of these boundaries.

Earthquakes and Volcanoes

- Describe how earthquakes are measured and rated.
- Describe the different types of volcanoes.
- Distinguish between primary, secondary, and surface waves in earthquakes.
- Explain how and where volcanoes occur.
- Identify the causes of earthquakes.

Minerals and Rocks

- Describe the rock cycle and how rocks change form.
- Explain how the relative and absolute ages of rocks are determined.
- Explain the properties of each type of rock based on physical and chemical conditions under which the rock formed.
- Identify the three types of rock.

Earth's Atmosphere

Characteristics of the Atmosphere

- Describe how the atmosphere has evolved over time.
- Describe how the oxygen-carbon dioxide cycle works, and explain its importance to living organisms.
- Discuss the recent changes in Earth's atmosphere.
- Identify the primary layers of the atmosphere.

Weather and Climate

- Describe the formation of cold fronts and warm fronts.
- Describe various severe weather situations, including thunderstorms, tornadoes, and hurricanes.
- Distinguish between climate and weather.
- Identify factors that affect Earth's climate.

Unit	Topic	Lesson	Lesson Objectives
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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.

A History of Global Climate Change

- Analyze various theories related to global warming.
- Compare current and past global climate trends.
- Describe the effects of greenhouse gases on the atmosphere.
- Explain how long-term global climate shifts impact Earth's ecosystems.
- Skills used: compare and contrast support and opposition

Earth's Resources

What Are Natural Resources?

- Explain how fossil fuels are formed.
- Explain how natural resources are produced.
- Explain how resource availability is limited by rates of use and renewal.
- Skills used: making predictions, compare and contrast, researching with technology, making logical connections

Groundwater

- Assess the consequences of overuse and contamination of groundwater.
- Describe the location and importance of the water table.
- Explain how human use of groundwater has changed over time.
- Skills used: determining independent and dependent variables

Energy and Resources

- Describe the advantages and disadvantages of several energy sources.
- Describe the types of conversion processes necessary for different energy sources to produce electricity.
- Identify different sources of energy used by living things, and trace each source back to the sun.
- Identify how efficient different conversion processes are.

Nuclear Energy

- 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.

Nuclear Power

- Compare and contrast the processes of nuclear fission and nuclear fusion.
- Describe uses of nuclear energy.
- Examine possible consequences of using nuclear energy.
- Skills used: researching with technology, modeling systems, compare and contrast, making logical connections

Unit	Lesson	Lesson Objectives
The Nature of Science		
Hypotheses, Theories, and Laws		
Distinguish between hypotheses, theories, and laws.		
Explain that theories may change as new areas of science and technology develop.		
Give examples of how hypotheses lead to new experimentation.		
Identify examples of scientific theories and laws.		
Formulating Scientific Questions		
Demonstrate how scientific questions are developed.		
Identify questions that can be answered through scientific investigations.		
Science Practice: Describe how scientific investigations lead to new scientific questions.		
Designing Scientific Investigations		
Demonstrate how scientific questions are turned into investigations.		
Science Practice: Design and conduct a laboratory experiment to answer a specific question.		
Assessing Claims and Evidence		
Assess the reliability of a variety of sources of scientific information.		
Evaluate the merit and accuracy of scientific claims based on supporting evidence.		
Identify the claims made within a scientific text.		
Science Practice: Critique scientific writing.		
The Progress of Scientific Knowledge		
Analyze how new technologies and experiments affect previous scientific explanations.		
Describe the cumulative nature of science and give examples of how a diverse group of scientists have contributed to science.		
Explain why curiosity, creativity, openness, and skepticism are important in the progress of science.		
Science Practice: Summarize the history of a scientific discovery.		
Scientific Methods		
Describe how scientists perform experiments and gather data.		
Describe the function of models in science, and recognize the usefulness and limitations of models as representations.		
Explain the importance of controlled tests in scientific investigations.		
Science Practice: Write a procedure for a controlled investigation to answer a question.		
Show how scientists communicate, share information, and support the importance of peer review.		
The Processes of Science		
Science-Based Communication		
Communicate results of a scientific investigation.		
Identify sources of error and justify valid conclusions.		
Science Practice: Justify the need for peer review in science.		
Science and Society		
Investigate a scientific problem that affects society.		
Science Practice: Show how scientific evidence can affect societal decisions.		
Careers in Science		
Evaluate the occupational prospects of science fields.		
Science Practice: Analyze the impact that advances in technology have had on careers.		

Unit	Lesson	Lesson Objectives
		<p>Resource Conservation</p> <ul style="list-style-type: none"> Assess the availability and allocation of resources. Compare and contrast uses of renewable and nonrenewable resources. Discuss problems associated with the use of non-local resources. Propose alternatives to using nonrenewable resources. Skills used: compare and contrast, proposing alternative solutions, researching with technology <p>Tools, Technology, and Measurement</p> <ul style="list-style-type: none"> Science Practice: Use technology to display data in tables and graphs, and use the graphical representations to interpret the data. Select and use appropriate technology such as computers and graphing calculators to gather, analyze, interpret, and display data. Select and use appropriate tools to perform tests and collect data. Use the SI system of measurement to convert between standard and metric, and metric and metric, and to recognize approximate representations of measurement. <p>Scientific Notation and Significant Figures</p> <ul style="list-style-type: none"> 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. <p>Dimensional Analysis</p> <ul style="list-style-type: none"> Explain how dimensional analysis works. Science Practice: Convert between units using dimensional analysis. Solve scientific problems using dimensional analysis. <p>Data Analysis</p> <ul style="list-style-type: none"> Distinguish between direct and inverse relationships. Calculate percent error. Read and interpret graphs. <p>Safety in Science</p> <ul style="list-style-type: none"> Describe safe practices to use during a scientific investigation. Identify examples of safety problems in the lab.
		<p>Motion</p> <p>Speed and Velocity</p> <ul style="list-style-type: none"> Describe the motion of an object using different reference frames. Differentiate between speed and velocity. Interpret motion maps to describe linear motion. Use graphs and equations to solve speed and velocity problems. <p>Acceleration</p> <ul style="list-style-type: none"> Distinguish between constant velocity and constant acceleration. Interpret motion maps to describe linear motion. Solve problems involving distance, time, velocity, and acceleration. Use graphs to analyze motion with constant acceleration.

Unit	Lesson	Lesson Objectives
		<p>Lab: Motion with Constant Acceleration</p> <ul style="list-style-type: none"> Calculate the average velocity of a moving object. Recognize the relationships between position, time, velocity, and acceleration. Use graphs to determine acceleration. <p>Vectors</p> <ul style="list-style-type: none"> Resolve a vector into horizontal and vertical components. Use vector diagrams to determine the resultant vector. <p>Projectile Motion</p> <ul style="list-style-type: none"> Identify examples of projectile motion. Recognize that the horizontal and vertical motions of a projectile are independent. Solve problems involving projectile motion.
		<p>Forces</p> <p>Introduction to Forces</p> <ul style="list-style-type: none"> Analyze free-body diagrams. Determine how net force affects the motion of an object. Identify and describe various forces. <p>Newton's First and Third Laws</p> <ul style="list-style-type: none"> Describe Newton's first law of motion and how it relates to inertia. Explain Newton's third law of motion and how it relates to action and reaction forces. Use vectors to calculate the effect of forces on objects. <p>Newton's Second Law</p> <ul style="list-style-type: none"> Calculate force, mass, or acceleration given the other two quantities. Describe Newton's second law of motion. Interpret free-body diagrams for accelerating objects. <p>Lab: Newton's Second Law</p> <ul style="list-style-type: none"> Calculate the acceleration of a moving object. Determine how force and mass affect acceleration. <p>Impulse and Momentum</p> <ul style="list-style-type: none"> Analyze and compare the momentum and impulse of different objects. Calculate mass, velocity, or momentum given the other two quantities. Describe impulse and how it relates to momentum. Solve problems involving impulse. <p>Conservation of Momentum</p> <ul style="list-style-type: none"> Apply the law of conservation of momentum to analyze collisions between objects. Describe the law of conservation of momentum. Solve problems involving the conservation of momentum. <p>Lab: Conservation of Linear Momentum</p> <ul style="list-style-type: none"> Calculate the momentum of a moving object before and after a collision. Demonstrate that momentum is conserved during a collision.

Unit	Lesson	Lesson Objectives
Gravity		
	Universal Law of Gravitation	<ul style="list-style-type: none"> Describe the effect of gravity on an object. Explain the relationships among gravitational force, mass, and distance. Solve problems that involve the universal law of gravitation.
	Centripetal Acceleration	<ul style="list-style-type: none"> Define and identify examples of centripetal acceleration. Describe and calculate tangential speed. Solve problems involving centripetal acceleration.
	Circular Motion	<ul style="list-style-type: none"> Describe how circular motion is caused by centripetal force. Explain the relationship between centripetal force and inertia. Interpret motion maps to describe circular motion. Use centripetal force concepts to solve problems.
	Orbital Motion	<ul style="list-style-type: none"> Explain how Newton's universal law of gravitation affects orbital motion. Identify the forces acting on an object in orbit. Solve problems involving the orbital speed and period of an object in orbit.
	Simple Harmonic Motion	<ul style="list-style-type: none"> Describe simple harmonic motion. Explain how position, velocity, and acceleration change during simple harmonic motion. Solve problems using Hooke's law.
Work, Energy, and Thermodynamics		
	Work and Power	<ul style="list-style-type: none"> Calculate work and power. Compare the work done in different situations. Define and describe work. Explain how work and power are related.
	Kinetic Energy	<ul style="list-style-type: none"> Calculate kinetic energy, mass, or velocity given the other two quantities. Define kinetic energy and identify situations in which it's present. Describe the work-energy theorem and use it to solve problems.
	Potential Energy	<ul style="list-style-type: none"> Identify and describe different types of potential energy. Solve problems involving the potential energy of an object.
	Energy Transformations	<ul style="list-style-type: none"> Analyze and interpret energy transfer diagrams. Explain how energy changes form. Identify and describe examples of energy transformations. Solve problems involving energy transformations.

Unit	Lesson	Lesson Objectives
	Conservation of Energy	<p>Apply the law of conservation of energy to solve problems.</p> <p>Explain the law of conservation of energy.</p> <p>Use energy transfer diagrams to illustrate that energy is conserved.</p>
	Temperature and Heat	<p>Describe specific heat and explain why it differs from one substance to another.</p> <p>Distinguish between temperature, thermal energy, and heat.</p> <p>Explain how temperature relates to kinetic energy.</p> <p>Solve problems involving specific heat.</p>
	Heat Transfer	<p>Describe how fluid movement transfers thermal energy by convection.</p> <p>Explain how electromagnetic waves transfer energy by radiation.</p> <p>Explain how molecular movement transfers thermal energy by conduction.</p>
	Gas Laws	<p>Apply Dalton's law of partial pressures to describe the composition of gases.</p> <p>Define partial pressure.</p> <p>Derive the combined gas law from Boyle's law, Charles's law, and Gay-Lussac's law.</p> <p>Science Practice: Make a table to compare the various gas laws.</p> <p>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.</p>
	First Law of Thermodynamics	<p>Apply the first law of thermodynamics to describe how heat engines work.</p> <p>Explain the first law of thermodynamics.</p> <p>Solve problems using the first law of thermodynamics.</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>Differentiate mechanical and electromagnetic waves.</p> <p>Identify everyday examples of transverse and longitudinal waves.</p>
	Wave Properties	<p>Analyze the relationship between wavelength, frequency, and wave speed.</p> <p>Identify and describe the properties of transverse and longitudinal waves.</p> <p>Identify factors that affect wave speed.</p> <p>Solve problems involving wavelength, frequency, and wave speed.</p>
	Wave Interactions	<p>Compare and contrast constructive and destructive interference.</p> <p>Distinguish between absorption, transmission, reflection, refraction, and diffraction.</p> <p>Identify everyday examples of wave interactions.</p>

Unit	Lesson	Lesson Objectives
Sound Waves		
<ul style="list-style-type: none"> Analyze how sounds are created and propagated. 		
<ul style="list-style-type: none"> Examine how the Doppler effect applies to sound waves. 		
<ul style="list-style-type: none"> Identify and describe properties of sound waves. 		
Properties of Sound Waves		
<ul style="list-style-type: none"> Analyze the relationship between amplitude, energy, intensity, and loudness. 		
<ul style="list-style-type: none"> Analyze the relationship between pitch and frequency. 		
<ul style="list-style-type: none"> Explain resonance. 		
<ul style="list-style-type: none"> Identify factors that affect intensity of sounds. 		
Light		
Electromagnetic Waves		
<ul style="list-style-type: none"> Identify and compare the different regions of the electromagnetic spectrum. 		
<ul style="list-style-type: none"> Identify uses and applications of electromagnetic waves. 		
<ul style="list-style-type: none"> Solve problems involving frequency, wavelength, speed, and energy. 		
Reflection and Refraction		
<ul style="list-style-type: none"> Analyze and interpret ray diagrams. 		
<ul style="list-style-type: none"> Apply Snell's law to solve problems. 		
<ul style="list-style-type: none"> Differentiate between reflection and refraction. 		
<ul style="list-style-type: none"> Use the law of reflection to make predictions. 		
Mirrors		
<ul style="list-style-type: none"> Distinguish between plane, concave, and convex mirrors. 		
<ul style="list-style-type: none"> Interpret ray diagrams to predict the location, type, orientation, and size of an image formed by a mirror. 		
<ul style="list-style-type: none"> Solve problems involving mirrors. 		
Lenses		
<ul style="list-style-type: none"> Distinguish between concave and convex lenses. 		
<ul style="list-style-type: none"> Interpret ray diagrams to predict the location, type, orientation, and size of an image formed by a lens. 		
<ul style="list-style-type: none"> Solve problems involving lenses. 		
Diffraction		
<ul style="list-style-type: none"> Analyze how light waves bend around objects. 		
<ul style="list-style-type: none"> Identify everyday examples of diffraction. 		
<ul style="list-style-type: none"> Solve problems involving diffraction. 		
Lab: Waves and Diffraction		
<ul style="list-style-type: none"> Demonstrate diffraction and explain why it occurs. 		
<ul style="list-style-type: none"> Describe the relationship between wavelength, gap width, and diffraction. 		
<ul style="list-style-type: none"> Solve problems involving diffraction. 		
Radio Waves and Applications		
<ul style="list-style-type: none"> Analyze how radio waves are modified for use in different technologies. 		
<ul style="list-style-type: none"> Explain why antennas are needed for technological devices that use radio waves. 		
<ul style="list-style-type: none"> Identify and describe technological uses of radio waves. 		

Unit	Lesson	Lesson Objectives
Electricity		
	Electrostatics	Analyze the relationship between electric charge and electric force. Distinguish between conductors and insulators. Examine charging by friction, conduction, and induction.
	Coulomb's Law	Compare electric force with gravitational force. Examine the factors that affect the electric force between two objects. Solve problems using Coulomb's law.
	Electric Fields	Analyze and interpret electric field lines. Describe the electric field due to a charge. Solve problems involving the electric field, charge, and force on an object.
	Electric Potential Difference	Differentiate electric potential energy and electric potential difference. Solve problems involving electric potential energy and electric potential difference.
	Ohm's Law	Examine current, resistance, and voltage. Solve problems involving current, charge, and time. Use Ohm's law to calculate voltage, current, or resistance.
	Electric Circuits	Apply Ohm's law to calculate voltage, current, or resistance in a parallel or series circuit. Compare and contrast parallel and series circuits. Identify circuits as open, closed, or short. Interpret circuit diagrams.
	Lab: Circuit Design	Calculate the power used by elements in a circuit. Construct series and parallel circuits. Use Ohm's law to calculate current, voltage, and resistance.
Magnetism		
	Magnets and Magnetism	Analyze the magnetic field around a magnet. Determine how magnetic poles interact with each other. Distinguish between temporary and permanent magnets. Examine how magnetic domains are aligned in a magnet.
	Magnetic Field and Force	Analyze the magnetic field produced by a current-carrying wire. Apply the right-hand rule to determine the direction of the magnetic force on a charge. Solve problems involving magnetic force. Use the right-hand rule to determine the direction of the magnetic field in a current-carrying wire.

Unit	Lesson	Lesson Objectives
		<p>Electromagnetic Induction</p> <ul style="list-style-type: none"> Examine how an electric current is produced by a magnet. Identify the characteristics of solenoids and electromagnets. Indicate how magnetism is produced by electric currents. <p>Applications of Electromagnetic Induction</p> <ul style="list-style-type: none"> Analyze how a transformer reduces voltage. Examine how a generator works. Explain how an electric motor uses a magnetic force to cause motion. <p>Lab: Electromagnetic Induction</p> <ul style="list-style-type: none"> Examine how magnetic polarity affects the direction of induced current in a loop of wire. Recognize that a moving magnet can induce an electric field, causing current to flow in a loop of wire.
Nuclear and Modern Physics		
		<p>Radioactivity</p> <ul style="list-style-type: none"> Determine possible problems associated with radioactive decay. Distinguish between alpha, beta, and gamma decay. Identify technological applications of radioactive decay. Use the half-life concept to describe the rate of decay of an isotope. <p>Fission and Fusion</p> <ul style="list-style-type: none"> Compare and contrast nuclear fission and nuclear fusion. Explain nuclear fission and nuclear fusion in terms of mass-energy equivalence. Identify applications of nuclear fission and nuclear fusion. <p>Special Applications of Nuclear and Wave Phenomena</p> <ul style="list-style-type: none"> Describe the role of wave characteristics and behaviors in medical and industrial applications. Identify examples of applications of atomic and nuclear phenomena such as radiation therapy and diagnostics. <p>Fundamental Forces</p> <ul style="list-style-type: none"> Compare the characteristics, strengths, and ranges of the fundamental forces. Examine the four fundamental forces. <p>Atomic Spectra</p> <ul style="list-style-type: none"> Compare and explain the emission spectra produced by various atoms. Define spectroscopy and its applications. Outline the historical development of the atomic theory. Understand the concepts of emission and absorption spectra. <p>Dual Nature of Light</p> <ul style="list-style-type: none"> Calculate the energy of a photon. Describe and give evidence for the dual nature of light. Examine the photoelectric effect. <p>Special Relativity</p> <ul style="list-style-type: none"> Analyze the motion of an object using different reference frames. Examine how the special theory of relativity leads to time dilation and length contraction. Identify Einstein's two postulates of special relativity.

Unit	Lesson	Lesson Objectives
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Origin and Evolution of the Universe

Analyze how stellar spectra are used to identify the composition and motion of a star.

Describe the evolution of the universe.

Distinguish between the different types of stars and their life cycles.

Examine evidence for the big bang theory.

Solid State Physics

Define superconductivity.

Define the study of solid-state physics.

Explain how cooled, solid mercury led to the discovery of superconductivity.

Explain the relationship between solid-state physics and quantum mechanics, crystallography, electromagnetism, materials science, and metallurgy.

Unit	Lesson	Lesson Objectives
The Scientific Process		
Scientific Inquiry		
Describe the process of scientific inquiry using the three types of scientific investigations, including the benefits and limitations of each.		
Distinguish between variables and controls in a scientific investigation.		
Identify questions that can be answered through scientific investigation.		
Hypotheses, Theories, and Laws		
Distinguish between hypotheses, theories, and laws.		
Explain that theories may change as new areas of science and technology develop.		
Give examples of how hypotheses lead to new experimentation.		
Identify examples of scientific theories and laws.		
Tools and Technology		
Describe the use of technology in science.		
Explain the function, usefulness, and limitations of models in science.		
Explain the relationship between science and technology.		
Safety in Science		
Describe safe practices to use during a scientific investigation.		
Identify examples of safety problems in the lab and describe the correct protocol for reporting those problems.		
Measurement		
Identify basic units and prefixes used in the metric system.		
Measure length, mass, volume, and temperature.		
Perform metric system conversions.		
Experimental Design Principles		
Distinguish between accuracy and precision.		
Evaluate data to determine accuracy and reproducibility.		
Explain the difference between replication and repetition.		
Write measurements in standard form and in scientific notation.		
Analyzing Data		
Analyze data to determine validity and reliability.		
Apply the concepts of mean, median, and mode to a data set.		
Examine charts and graphs to predict trends in the data.		
Use data to draw inferences and formulate conclusions.		
Evaluating Scientific Explanations		
Analyze and evaluate scientific explanations.		
Use evidence to critique scientific arguments.		

Unit	Lesson	Lesson Objectives
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Scientific Knowledge

- Define science and identify its limitations.
- Distinguish between science and pseudoscience.
- Examine the characteristics of scientific knowledge and describe their cumulative nature.
- Explain the importance of creativity in science.

Science and Society

- Examine how science and society interact.
- Examine how scientific knowledge can affect societal decisions.

Understanding the Universe**Galaxies and the Universe**

- Discuss the organization of the universe.
- Identify the different types of galaxies.
- Summarize the Big Bang Theory and discuss the evidence that supports it.
- Science Practice: Describe units used by astronomers to measure the distances to stars and galaxies.

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

- Compare and contrast the properties of the outer planets to those of the inner planets.
- Describe the physical properties, locations, and movements of each of the outer planets.
- Science Practice: Organize data into tables and charts.

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.

Other Objects in the Solar System

- Describe the characteristics of dwarf planets.
- Distinguish between comets, asteroids, and meteoroids.
- Explain the difference between meteoroids, meteors, and meteorites.
- Science Practice: Examine how life may be affected when cosmic objects impact Earth.

Unit	Lesson	Lesson Objectives
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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.

Interactions Between the Earth, Moon, and Sun**Earth in Space**

- Demonstrate how Earth moves in space.
- Explain what causes the cycle of seasons on Earth.

Gravity

- Describe how gravity affects projectile motion.
- Describe Newton's law of universal gravitation.
- Explain the concept of free fall.
- Identify and describe the factors that affect the gravitational force between two objects.

The Sun

- Describe the structure, composition, and physical properties of the Sun.
- Discuss the different types of solar activity and explain how each activity affects Earth.
- Explain how the Sun generates energy.
- Science Practice: Describe units used by astronomers to measure the distance between the Sun and Earth.

Phases, Eclipses, and Tides

- Describe solar and lunar eclipses.
- Explain what causes the phases of the moon.
- Identify what causes tides.

Earth's History and Structure**The Fossil Record**

- Examine how the fossil record indicates a long history of changing life-forms.
- Explain how scientists determine the age of a fossil.
- Identify how a fossil forms.

Early Earth History

- 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.

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.

Unit	Lesson	Lesson Objectives
		<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.
Formation of Rocks and Minerals		
		<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>Properties of Minerals</p> <ul style="list-style-type: none"> Define a mineral. Explain how minerals are identified. <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.
Effects of Plate Tectonics		
		<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.

Unit	Lesson	Lesson Objectives
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Theory of Plate Tectonics

- Describe the processes and features that occur at the three types of plate boundaries.
- Explain how movement in the mantle is related to plate motion.
- Summarize the theory of plate tectonics.
- Science Practice: Examine a map to identify Earth's major tectonic plates.

Deforming the Earth's Crust

- 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.

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.

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.

Landforms

- Describe folded, upwarped, fault-block, and volcanic mountains.
- Discuss differences between plains and plateaus.

Impacts of Weather on Earth**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.

Unit	Lesson	Lesson Objectives
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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.

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.

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.

Weathering

- Describe how weathering affects Earth's surface.
- Explain how climate affects weathering.
- Explain how mechanical weathering and chemical weathering differ.

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.

Climate and Biomes

What Causes Climate?

- Explain what causes the seasons.
- Identify factors that influence temperature and precipitation.

Unit	Lesson	Lesson Objectives
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Currents and Climate

- Describe the effects of El Niño.
- Explain how currents affect climate.
- Explain how scientists study and predict the pattern of El Niño.

Biomes

- Characterize Earth's major terrestrial biomes.
- Identify adaptations that enable organisms to survive in distinct environments.

Biodiversity

- Examine ways to protect biodiversity.
- Identify how biodiversity contributes to the sustainability of an ecosystem.
- Identify some factors that can threaten biodiversity.
- Identify the factors that affect biodiversity.

Life on Earth

Characteristics of Life

- Identify the characteristics that are common to all living things.
- Identify what all living things need to survive.

Building Blocks of Life

- Differentiate between atoms, elements, molecules, and compounds.
- Distinguish organic compounds from inorganic compounds.
- Examine characteristics of carbohydrates, lipids, proteins, and nucleic acids.
- Identify the six common elements found in living organisms.

Systems of the Biosphere

- Describe Earth's systems in terms of energy, matter, time, and space.
- Explain the interactions between Earth's systems.

Living Things and the Environment

- Differentiate between a habitat and a niche.
- Examine biotic and abiotic factors in the environment.
- Identify the levels of organization within an ecosystem.

Cycles of Matter

- Analyze the importance of the nitrogen cycle.
- Examine how carbon cycles through an ecosystem.
- Identify the processes involved in the water cycle.

Effects of Cycles on Ecosystems

- Describe the effects of abiotic cycles on local ecosystems.
- Describe the movement of carbon compounds through a food web.
- Explain how fluctuations in abiotic cycles influence populations.

Unit	Lesson	Lesson Objectives
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Succession

- Compare primary and secondary succession.
- Contrast pioneer species and climax community.

Lab: Ecological Succession

- Conduct a controlled experiment to test a hypothesis.
- Explore the process of ecological succession in a microhabitat.
- Recognize sampling methods commonly used in ecology.

Natural Environmental Change

- Assess the impact of natural environmental changes on organisms, populations, and species.
- Identify examples of natural long-term environmental changes.
- Identify examples of natural short-term environmental changes.

Properties of Matter

Introduction to Matter

- Describe how to measure mass and volume.
- Differentiate between mass and weight.
- Explain what makes up matter.

States of Matter

- Describe the arrangement and motion of atoms in the different states of matter.
- Discriminate the characteristics of solids, liquids, and gases.

Physical Properties

- Describe and give examples of physical properties of matter.
- Explain how and why matter is conserved during a physical change.
- Explain what happens during a physical change.
- Identify examples of physical changes.

Density

- Calculate the mass, volume, or density of an object given the other two measurements.
- Determine whether an object will sink or float relative to the density of the surrounding liquid.
- Explain density and state the SI units used to measure it.

Lab: Density of Solids

- Calculate the density of several solid objects.
- Measure the mass and volume of various solid objects.
- Use density to identify an unknown substance.

Unit	Lesson	Lesson Objectives
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Chemical Properties

- Describe and give examples of chemical properties of matter.
- Differentiate between physical and chemical changes
- Explain what happens during a chemical change.
- Identify examples of chemical changes.

Elements and Compounds**Elements**

- Describe what an isotope is and explain how isotopes of the same element are different.
- Examine the properties of an element.
- Explain how ions form.

Periodic Table

- Describe the organization of the periodic table.
- Determine an element's symbol, atomic number, and mass number from the periodic table.
- Examine the history of the periodic table.

Metals

- Describe the characteristic properties of metals.
- Explain how and why the reactivity of metals changes in the periodic table.
- Identify the location of metals in the periodic table.

Nonmetals

- Describe the characteristic properties of nonmetals.
- Explain how and why the reactivity of nonmetals changes in the periodic table.
- Identify the location of nonmetals in the periodic table.

Metalloids

- Describe the characteristic properties of metalloids.
- Explain why most metalloids are used as semiconductors.
- Identify the location of metalloids in the periodic table.

Compounds

- Describe the defining characteristics of a compound.
- Determine the number of atoms of each element in a chemical formula.
- Explain how chemical formulas represent compounds.
- Use models to visualize the chemical structure of a compound.

Energy and Its Forms**Introduction to Energy**

- Define energy.
- Explain how energy and work are related.
- Identify and describe the different forms of energy.

Unit	Lesson	Lesson Objectives
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Potential and Kinetic Energy

- Calculate the kinetic energy in a system.
- Calculate the potential energy in a system.
- Distinguish between potential and kinetic energy.
- Explain how energy is transferred in a moving system.

Energy Transformations

- Explain how energy changes form.
- Identify examples of energy transformations.
- Summarize the law of conservation of energy.

Lab: Kinetic Energy

- Calculate the kinetic energy of objects of different mass.
- Determine the kinetic energy of objects at different speeds.
- Graph data to illustrate changes in kinetic energy.

What Are Natural Resources?

- Explain how fossil fuels are formed.
- Explain how natural resources are produced.
- Explain how resource availability is limited by rates of use and renewal.
- Skills used: Making predictions, compare and contrast, researching with technology, making logical connections.

Thermal Energy and Heat

Temperature and Thermal Energy

- Describe how temperature is measured.
- Convert temperature readings between different temperature scales.
- Describe how thermal energy relates to temperature.
- Explain how temperature relates to kinetic energy.

Heat

- Distinguish between heat and thermal energy.
- Explain why some substances change temperature more easily than others.
- Predict how thermal energy flows between objects at different temperatures.

Conduction

- Distinguish between insulators and conductors.
- Explain how molecular movement transfers thermal energy by conduction.
- Identify situations in which conduction occurs.

Convection

- Describe the motion of liquids and gases due to convection.
- Explain how fluid movement transfers thermal energy by convection.
- Identify situations in which convection occurs.

Unit	Lesson	Lesson Objectives
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Radiation

Describe the role of color and texture in absorbers and reflectors.

Explain how electromagnetic waves transfer energy by radiation.

Identify situations in which radiation occurs.

Lab: Thermal Energy Transfer

Determine how mass affects the amount of thermal energy transferred.

Investigate how different materials transfer thermal energy.

Observe and compare the specific heat of water with the specific heat of other substances.

Sound and Light Waves

Introduction to Waves

Compare and contrast transverse waves and longitudinal waves.

Define waves and explain how they carry energy.

Distinguish between mechanical waves and electromagnetic waves.

Sound Waves

Describe how sound waves are produced and how they travel.

Explain how different materials and different temperatures affect the speed of sound waves.

Identify the features of a sound wave.

Using Sound

Describe the uses of ultrasound technology.

Explain how and why animals use echolocation.

Summarize the ways in which sound waves are used for communication.

The Electromagnetic Spectrum

Describe the different parts of the electromagnetic spectrum.

Distinguish how electromagnetic waves differ from one another.

Identify how different types of electromagnetic waves are used.

Properties of Light

Describe the wave and particle models of light.

Explain what happens when light interacts with objects.

Recognize what determines the color of an object.

Using Light

Describe how magnifying glasses, microscopes, telescopes, and cameras work.

Differentiate laser light from regular light and identify uses of lasers.

Identify uses of fiber optics.

Unit	Lesson	Lesson Objectives
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The Scientific Process**Scientific Inquiry**

Describe the process of scientific inquiry using the three types of scientific investigations, including the benefits and limitations of each.

Distinguish between variables and controls in a scientific investigation.

Identify questions that can be answered through scientific investigation.

Research in Science

Distinguish between current scientific consensus and emerging scientific questions and investigations.

Explain the balance between open-mindedness and skepticism in scientific practice.

Science Practice: Inspect resources for valid information to use in research.

Tools and Technology

Describe the use of technology in science.

Explain the function, usefulness, and limitations of models in science.

Explain the relationship between science and technology.

Measurement

Identify basic units and prefixes used in the metric system.

Measure length, mass, volume, and temperature.

Perform metric system conversions.

Experimental Design Principles

Distinguish between accuracy and precision.

Evaluate data to determine accuracy and reproducibility.

Explain the difference between replication and repetition.

Write measurements in standard form and in scientific notation.

Analyzing Data

Analyze data to determine validity and reliability.

Examine charts and graphs to predict trends in the data.

Use data to draw inferences and formulate conclusions.

Science-Based Communication

Communicate results of a scientific investigation.

Identify sources of error and justify valid conclusions.

Science Practice: Justify the need for peer review in science.

Evaluating Scientific Explanations

Analyze and evaluate scientific explanations.

Use evidence to critique scientific arguments.

Unit	Lesson	Lesson Objectives
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Scientific Knowledge

- Define science and identify its limitations.
- Distinguish between science and pseudoscience.
- Examine the characteristics of scientific knowledge and describe their cumulative nature.
- Explain the importance of creativity in science.

Chemical Bonding and Compounds**Building Blocks of Life**

- Differentiate between atoms, elements, molecules, and compounds.
- Distinguish organic compounds from inorganic compounds.
- Examine characteristics of carbohydrates, lipids, proteins, and nucleic acids.
- Identify the six common elements found in living organisms.

Chemical Bonding

- Complete electron dot diagrams.
- Explain why atoms bond.
- Identify the three types of bonds.

Ionic Bonds

- Describe characteristics of ionic bonds.
- Explain how ionic bonds form.
- Give examples of ionic compounds.
- Identify the properties of ionic compounds.

Covalent Bonds

- Describe characteristics of covalent bonds.
- Explain how covalent bonds form.
- Give examples of covalent compounds.
- Identify the properties of covalent compounds.

Compounds

- Describe the defining characteristics of a compound.
- Determine the number of atoms of each element in a chemical formula.
- Explain how chemical formulas represent compounds.
- Use models to visualize the chemical structure of a compound.

Cellular Structure and Function**Cell Theory**

- Analyze the contributions of different scientists to the development of the cell theory.
- Identify the three components of the cell theory.

Unit	Lesson	Lesson Objectives
		Cell Structure <ul style="list-style-type: none">Examine the functions of cell organelles.Identify the organelles of a cell.
		Lab: Exploring Cells <ul style="list-style-type: none">Compare and contrast the structures of plant and animal cells.Distinguish between unicellular and multicellular organisms.Identify prokaryotic cells and eukaryotic cells.
		Animal and Plant Cells <ul style="list-style-type: none">Compare and contrast animal and plant cells.Differentiate prokaryotic and eukaryotic cells.Identify the levels of organization in animals and plants.
		Cellular Interactions with the Environment <ul style="list-style-type: none">Analyze the effects of osmosis on cells.Compare and contrast active and passive transport.Examine the process of diffusion.
		Cell Cycle <ul style="list-style-type: none">Distinguish the steps of mitosis.Identify the three stages of the cell cycle.
		Meiosis <ul style="list-style-type: none">Differentiate meiosis from mitosis.Explain why meiosis is necessary for sexual reproduction.Identify and describe the steps of meiosis.
		Asexual and Sexual Reproduction <ul style="list-style-type: none">Analyze the process of sexual reproduction.Compare and contrast asexual and sexual reproduction.Examine the different types of asexual reproduction.Identify the advantages and disadvantages of both asexual and sexual reproduction.
		Chemical Reactions in Cells
		Chemical Changes <ul style="list-style-type: none">Compare and contrast the properties of a new substance with the original substance after a chemical change.Describe and give examples of chemical properties of matter.Describe the evidence that shows a chemical change has occurred.Explain what happens during a chemical change.

Unit	Lesson	Lesson Objectives
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Introduction to Chemical Reactions

- Describe the evidence that shows that a chemical reaction has occurred.
- Explain the difference between an endothermic and an exothermic reaction.
- Recognize that a chemical reaction is a chemical change.

Describing Chemical Reactions

- Describe the law of conservation of mass.
- Explain how mass is conserved in chemical equations.
- Identify the parts of a chemical equation.

Types of Chemical Reactions

- Distinguish among the types of chemical reactions.
- Predict the product of each type of chemical reaction.

Photosynthesis

- Explain the steps in the process of photosynthesis.
- Identify the products and reactants of photosynthesis.

Cellular Respiration

- Explain the steps in the process of cellular respiration.
- Identify the products and reactants of cellular respiration.

Genetics and Heredity**Genetic Code**

- Analyze the contributions of different scientists to the discovery of the genetic code.
- Examine how cells make proteins.
- Identify the components and structure of DNA.
- Relate DNA, genes, and chromosomes.

Introduction to Heredity

- Differentiate between genotype and phenotype.
- Distinguish dominant and recessive alleles.
- Examine the contributions made by Gregor Mendel to the field of genetics.
- Explain how traits are inherited.

Predicting Heredity

- Define probability and use it to explain the results of a genetic cross.
- Determine the probability of genotype combinations using a Punnett square.
- Identify the phenotype of an organism based on its genotype.

Inheritance Patterns

- Differentiate between codominance and incomplete dominance.
- Examine multiple alleles and polygenic inheritance, and give examples of each.

Unit	Lesson	Lesson Objectives
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Lab: Heredity and Punnett Squares

- Construct a Punnett square given the genotypes of the parents.
- Determine the possible genotypes of the offspring using a Punnett square.
- Relate the genotypes of the offspring to their phenotypes.

Advances in Genetics

- Compare the processes of selective breeding, cloning, and genetic engineering.
- Describe the impact of genetic technologies on society and the environment.
- Examine the use of gene therapy to treat disease.

Natural Selection and Evolution

The Theory of Evolution

- Analyze the historical development of the theory of evolution.
- Examine the evidence Darwin used to support his theory of evolution.
- Summarize Darwin's theory of evolution.

Natural Selection

- Describe factors that contribute to the extinction of a species.
- Examine how natural selection leads to evolution.
- Identify the conditions required for natural selection.
- Identify ways in which genetic variation and environmental factors contribute to natural selection.

Lab: Natural Selection

- Analyze data to determine phenotype changes through generations.
- Examine natural selection within a population.

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.

Evidence for Evolution

- Compare patterns of embryological development in different organisms.
- Determine how comparative anatomy supports the theory of evolution.

The Fossil Record

- Examine how the fossil record indicates a long history of changing life-forms.
- Explain how scientists determine the age of a fossil.
- Identify how a fossil forms.

Unit	Lesson	Lesson Objectives
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Classifying Organisms**Introduction to Classification**

- Analyze how and why organisms are classified.
- Describe the modern system of classification.
- Examine how methods of classification have changed over time.

Classification of Living Things

- Characterize the domains of living organisms.
- Distinguish major animal and plant phyla.
- Identify the characteristics that differentiate one species from another.
- List the characteristics used to classify organisms into each kingdom.

Bacteria

- Analyze the roles of helpful and harmful bacteria.
- Compare and contrast eubacteria and archaeobacteria.
- Examine how bacteria reproduce.
- Identify the characteristics of bacterial cells.

Protists

- Compare and contrast the characteristics of the three groups of protists.
- Examine the characteristics common to all protists.
- Examine why it is difficult to classify protists.
- Identify examples of the three groups of protists based on their characteristics.

Fungi

- Compare and contrast the various groups of fungi.
- Examine the characteristics common to all fungi.
- Identify the roles of fungi in nature.

Overview of Plants

- Compare the characteristics of nonvascular and vascular plants.
- Examine the characteristics common to all plants.
- Identify the things a plant needs to survive on land.

Plant Responses

- Describe the relationship between plant hormones and responses.
- Examine how some plants respond to seasonal changes.
- Explain how plants respond to external stimuli.

Overview of Animals

- Compare and contrast the characteristics of invertebrate and vertebrate animals.
- Examine the characteristics that are common to most animals.
- Identify the main functions that allow animals to meet their basic needs.

Unit	Lesson	Lesson Objectives
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The Human Body**Body Organization and Homeostasis**

Analyze how organ systems function together to maintain homeostasis.

Identify and order the levels of organization in the body.

Simple Machines

Calculate the mechanical advantage of each type of simple machine.

Describe the six different types of simple machines.

Distinguish compound machines from simple machines.

Identify simple machines found in the human body.

The Musculoskeletal and Integumentary Systems

Compare and contrast the three types of muscle.

Describe how bones and muscles work together to allow movement.

Examine the major structures and functions of the integumentary system.

Identify the major structures and functions of the musculoskeletal system.

The Nervous and Endocrine Systems

Analyze how negative feedback works in the endocrine system.

Analyze how sensory receptors communicate with the brain in response to stimuli.

Examine the major structures and functions of the endocrine system.

Identify the major structures and functions of the nervous system.

The Digestive and Excretory Systems

Analyze how the kidneys work.

Examine how food is physically and chemically broken down by the digestive system.

Identify the major structures and functions of the digestive system.

Identify the major structures and functions of the excretory system.

The Circulatory and Respiratory Systems

Analyze the components of blood.

Describe how breathing and gas exchange occur.

Examine the major structures and functions of the respiratory system.

Identify the major structures and functions of the circulatory system.

The Immune System

Distinguish between passive and active immunity.

Examine how the immune system protects the body from disease.

Identify the major structures and functions of the immune system.

Unit	Lesson	Lesson Objectives
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Human Health

- Analyze how environmental factors can affect an individual's health.
- Assess how heredity can affect an individual's health.
- Examine how life choices can affect an individual's health.

Diseases

- Analyze the effects of different diseases on major organs and body systems.
- Compare and contrast types of infectious agents.
- Differentiate between an epidemic and a pandemic.
- Distinguish between infectious and noninfectious diseases.

Organisms and the Environment

The Inner Planets

- Compare and contrast Venus and Earth.
- Describe each inner planet.
- List the inner planets in order from the Sun.

Living Things and the Environment

- Differentiate between a habitat and a niche.
- Examine biotic and abiotic factors in the environment.
- Identify the levels of organization within an ecosystem.

Biomes

- Characterize Earth's major terrestrial biomes.
- Identify adaptations that enable organisms to survive in distinct environments.

Populations

- Identify factors that affect population size.
- Identify limiting factors that affect a population in a given environment.

Interactions among Living Things

- Differentiate competition, predation, and cooperation.
- Distinguish among the three types of symbiotic relationships.

Cycles of Matter

- Analyze the importance of the nitrogen cycle.
- Examine how carbon cycles through an ecosystem.
- Identify the processes involved in the water cycle.

The Nature of Soil

- Describe factors that affect the development of soil.
- Describe soil characteristics.
- Explain how soil forms.

Unit	Lesson	Lesson Objectives
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Energy Flow in Ecosystems

- Analyze the transfer of energy through the trophic levels in an energy pyramid.
- Examine the movement of energy through an ecosystem in food chains and food webs.
- Explain the roles of producers, consumers, and decomposers in an ecosystem.
- Identify producers, consumers, and decomposers in food chains and food webs.

Lab: Owl Pellets

- Dissect an owl pellet and examine the contents.
- Identify an owl's prey based on the contents of an owl pellet.

The Changing Environment and Energy on Earth

Succession

- Compare primary and secondary succession.
- Contrast pioneer species and climax community.

Lab: Ecological Succession

- Conduct a controlled experiment to test a hypothesis.
- Explore the process of ecological succession in a microhabitat.
- Recognize sampling methods commonly used in ecology.

Natural Environmental Change

- Assess the impact of natural environmental changes on organisms, populations, and species.
- Identify examples of natural long-term environmental changes.
- Identify examples of natural short-term environmental changes.

Human Impact on the Environment

- Assess the impact of human-induced environmental changes on organisms, populations, and species.
- Identify examples of long-term human-induced environmental changes.
- Identify examples of short-term human-induced environmental changes.

Biodiversity

- Examine ways to protect biodiversity.
- Identify how biodiversity contributes to the sustainability of an ecosystem.
- Identify some factors that can threaten biodiversity.
- Identify the factors that affect biodiversity.

Earth's Energy Budget

- Analyze and describe Earth's energy budget.
- Describe what happens to incoming solar radiation when it reaches Earth.
- Explain the greenhouse effect.
- Identify factors that affect the absorption and reflection of incoming solar radiation.

Unit	Lesson	Lesson Objectives
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Radioactivity

- Describe applications of radioactive isotopes.
- Explain radioactive decay.
- Perform calculations involving the half-life of a radioactive isotope.
- Summarize the discovery of radioactivity.

Nuclear Energy

- Describe nuclear energy.
- Identify the potential problems associated with using nuclear energy.
- Summarize the practical applications of nuclear energy.

Nuclear Radiation

- Describe applications of radiation.
- Describe how radiation is measured and detected.
- 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.
- Science Practice: Describe careers that involve working with radioactive substances.

Unit	Lesson	Lesson Objectives
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The Scientific Process**Scientific Inquiry**

Describe the process of scientific inquiry using the three types of scientific investigations, including the benefits and limitations of each.

Distinguish between variables and controls in a scientific investigation.

Identify questions that can be answered through scientific investigation.

Hypotheses, Theories, and Laws

Distinguish between hypotheses, theories, and laws.

Explain that theories may change as new areas of science and technology develop.

Give examples of how hypotheses lead to new experimentation.

Identify examples of scientific theories and laws.

Tools and Technology

Describe the use of technology in science.

Explain the function, usefulness, and limitations of models in science.

Explain the relationship between science and technology.

Experimental Design Principles

Distinguish between accuracy and precision.

Evaluate data to determine accuracy and reproducibility.

Explain the difference between replication and repetition.

Write measurements in standard form and in scientific notation.

Measurement

Identify basic units and prefixes used in the metric system.

Measure length, mass, volume, and temperature.

Perform metric system conversions.

Analyzing Data

Analyze data to determine validity and reliability.

Examine charts and graphs to predict trends in the data.

Use data to draw inferences and formulate conclusions.

Evaluating Scientific Explanations

Analyze and evaluate scientific explanations.

Use evidence to critique scientific arguments.

Scientific Knowledge

Define science and identify its limitations.

Distinguish between science and pseudoscience.

Examine the characteristics of scientific knowledge and describe their cumulative nature.

Explain the importance of creativity in science.

Unit	Lesson	Lesson Objectives
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Science and Society

- Examine how science and society interact.
- Examine how scientific knowledge can affect societal decisions.

Structure of the Universe

Galaxies and the Universe

- Discuss the organization of the universe.
- Identify the different types of galaxies.
- Summarize the Big Bang Theory and discuss the evidence that supports it.
- Science Practice: Describe units used by astronomers to measure the distances to stars and galaxies.

Stars

- Distinguish between absolute magnitude and apparent magnitude.
- Explain why some constellations are visible only during certain seasons.

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.

The Sun

- Describe the structure, composition, and physical properties of the Sun.
- Discuss the different types of solar activity and explain how each activity affects Earth.
- Explain how the Sun generates energy.
- Science Practice: Describe units used by astronomers to measure the distance between the Sun and Earth.

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.

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.

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.

Unit	Lesson	Lesson Objectives
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Environmental Phenomena

The Rock Cycle

- 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.

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.

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.

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.

Natural Events and the Environment

- Describe the impact of natural disasters on local populations.
- Explain how human activities impact the effects of natural disasters.
- Skills used: Understanding cause and effect, graphing projections, making logical connections, supporting claims.

Earth's Energy Resources

Nonrenewable Resources

- Explain how nonrenewable resources are converted into usable energy.
- Explain the processes that create nonrenewable resources.
- Identify examples of nonrenewable energy sources.
- Recognize advantages and disadvantages of using nonrenewable resources.

Unit	Lesson	Lesson Objectives
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Renewable Resources

- Identify examples of renewable energy sources.
- Distinguish between renewable and nonrenewable energy sources.
- Explain how renewable resources are converted into usable energy.
- Recognize advantages and disadvantages of using renewable resources.

Nuclear Energy

- Describe nuclear energy.
- Identify the potential problems associated with using nuclear energy.
- Summarize the practical applications of nuclear energy.

Human Impact on the Environment

- Analyze how human populations affect resources.
- Give examples of human activities that have been beneficial and detrimental to the environment.
- Relate the greenhouse effect to global warming and explain its impact on the environment.
- Science Practice: Give examples of science contributions impacting sustainability.

Matter and Energy in Living Organisms**Building Blocks of Life**

- Differentiate between atoms, elements, molecules, and compounds.
- Distinguish organic compounds from inorganic compounds.
- Examine characteristics of carbohydrates, lipids, proteins, and nucleic acids.
- Identify the six common elements found in living organisms.

The Importance of Water

- Describe the steps of the water cycle.
- Identify the unique chemical and physical properties of water.
- Interpret the importance of water to living organisms.
- Science Practice: Predict trends and outcomes based on a given set of data.

Photosynthesis

- Explain the steps in the process of photosynthesis.
- Identify the products and reactants of photosynthesis.

Cellular Respiration

- Explain the steps in the process of cellular respiration.
- Identify the products and reactants of cellular respiration.

Cellular Interactions with the Environment

- Analyze the effects of osmosis on cells.
- Compare and contrast active and passive transport.
- Examine the process of diffusion.

Unit	Lesson	Lesson Objectives
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Cycles of Matter

- Analyze the importance of the nitrogen cycle.
- Examine how carbon cycles through an ecosystem.
- Identify the processes involved in the water cycle.

Energy Flow in Ecosystems

- Analyze the transfer of energy through the trophic levels in an energy pyramid.
- Examine the movement of energy through an ecosystem in food chains and food webs.
- Explain the roles of producers, consumers, and decomposers in an ecosystem.
- Identify producers, consumers, and decomposers in food chains and food webs.

Earth's Energy Budget

- Analyze and describe Earth's energy budget.
- Describe what happens to incoming solar radiation when it reaches Earth.
- Explain the greenhouse effect.
- Identify factors that affect the absorption and reflection of incoming solar radiation.

Properties of Matter

States of Matter

- Describe the arrangement and motion of atoms in the different states of matter.
- Discriminate the characteristics of solids, liquids, and gases.

Changes of State

- Describe what happens during the different changes of state.
- Explain how energy is related to changes of state.

Physical Properties

- Describe and give examples of physical properties of matter.
- Explain how and why matter is conserved during a physical change.
- Explain what happens during a physical change.
- Identify examples of physical changes.

Density

- Calculate the mass, volume, or density of an object given the other two measurements.
- Determine whether an object will sink or float relative to the density of the surrounding liquid.
- Explain density and state the SI units used to measure it.

Lab: Density of Solids

- Calculate the density of several solid objects.
- Measure the mass and volume of various solid objects.
- Use density to identify an unknown substance.

Unit	Lesson	Lesson Objectives
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Chemical Properties

- Describe and give examples of chemical properties of matter.
- Differentiate between physical and chemical changes
- Explain what happens during a chemical change.
- Identify examples of chemical changes.

Atoms and the Periodic Table**Atoms**

- Describe the parts of an atom.
- Identify the masses, locations, and charges of protons, neutrons, and electrons.

Elements

- Describe what an isotope is and explain how isotopes of the same element are different.
- Examine the properties of an element.
- Explain how ions form.

Periodic Table

- Describe the organization of the periodic table.
- Determine an element's symbol, atomic number, and mass number from the periodic table.
- Examine the history of the periodic table.

Metals

- Describe the characteristic properties of metals.
- Explain how and why the reactivity of metals changes in the periodic table.
- Identify the location of metals in the periodic table.

Nonmetals

- Describe the characteristic properties of nonmetals.
- Explain how and why the reactivity of nonmetals changes in the periodic table.
- Identify the location of nonmetals in the periodic table.

Metalloids

- Describe the characteristic properties of metalloids.
- Explain why most metalloids are used as semiconductors.
- Identify the location of metalloids in the periodic table.

Compounds, Chemical Reactions, and Mixtures**Chemical Bonding**

- Complete electron dot diagrams.
- Explain why atoms bond.
- Identify the three types of bonds.

Unit	Lesson	Lesson Objectives
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Compounds

- Describe the defining characteristics of a compound.
- Determine the number of atoms of each element in a chemical formula.
- Explain how chemical formulas represent compounds.
- Use models to visualize the chemical structure of a compound.

Introduction to Chemical Reactions

- Describe the evidence that shows that a chemical reaction has occurred.
- Explain the difference between an endothermic and an exothermic reaction.
- Recognize that a chemical reaction is a chemical change.

Balancing Chemical Equations

- Demonstrate how to balance a chemical equation.
- Explain what it means for a chemical equation to be balanced.
- Relate balanced chemical equations to the law of conservation of mass.

Types of Chemical Reactions

- Distinguish among the types of chemical reactions.
- Predict the product of each type of chemical reaction.

Rate of Chemical Reactions

- Describe the factors that affect the rate of a chemical reaction.
- Explain activation energy and its importance to chemical reactions.
- Recognize how a catalyst and an inhibitor affect a chemical reaction.

Lab: Rate of Chemical Reactions

- Describe the signs of a chemical reaction.
- Identify how temperature and surface area affect the rate of a chemical reaction.
- Science Practice: Conduct several controlled tests of multiple variables using repeated trials during an investigation about chemical reaction rate.

Mixtures

- Compare and contrast types of mixtures.
- Distinguish between substances and mixtures.
- Identify the properties of a mixture.

Separation of Mixtures

- Describe methods for separating mixtures.
- Explain why mixtures are able to be separated.

Motion and Forces**Introduction to Motion**

- Describe the position of an object.
- Distinguish between distance and displacement.
- Explain how an object's motion is relative to a reference point or frame.

Unit	Lesson	Lesson Objectives
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Introduction to Forces

- Describe the concept of force.
- Distinguish between balanced and unbalanced forces and their effect on motion.
- Explain how to determine the net force on an object.

Friction

- Describe friction and explain what causes it to occur.
- Explain how friction can be reduced or increased depending on the application.
- Identify and describe the different types of friction.

Gravity

- Describe how gravity affects projectile motion.
- Describe Newton's law of universal gravitation.
- Explain the concept of free fall.
- Identify and describe the factors that affect the gravitational force between two objects.

Newton's Laws of Motion

- Describe Newton's first law of motion and how it relates to inertia.
- Explain Newton's third law of motion and how it relates to action and reaction forces.
- Identify applications of Newton's three laws of motion.
- Use Newton's second law of motion to calculate force, mass, and acceleration.

Lab: Newton's Laws of Motion

- Demonstrate Newton's first law.
- Verify Newton's second law by changing the variables F , m , or a .

Energy and Heat

Introduction to Energy

- Define energy.
- Explain how energy and work are related.
- Identify and describe the different forms of energy.

Potential and Kinetic Energy

- Calculate the kinetic energy in a system.
- Calculate the potential energy in a system.
- Distinguish between potential and kinetic energy.
- Explain how energy is transferred in a moving system.

Energy Transformations

- Explain how energy changes form.
- Identify examples of energy transformations.
- Summarize the law of conservation of energy.

Unit	Lesson	Lesson Objectives
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Temperature and Thermal Energy

- Describe how temperature is measured.
- Convert temperature readings between different temperature scales.
- Describe how thermal energy relates to temperature.
- Explain how temperature relates to kinetic energy.

Heat

- Distinguish between heat and thermal energy.
- Explain why some substances change temperature more easily than others.
- Predict how thermal energy flows between objects at different temperatures.

Uses of Heat

- Describe how cooling systems transfer thermal energy into usable energy.
- Describe how heating systems transfer thermal energy into usable energy.
- Explain how heat engines transfer thermal energy to do work.

Waves

Introduction to Waves

- Compare and contrast transverse waves and longitudinal waves.
- Define waves and explain how they carry energy.
- Distinguish between mechanical waves and electromagnetic waves.

Properties of Waves

- Calculate the speed of a transverse wave.
- Describe how a wave's amplitude is related to the energy the wave carries.
- Describe the relationship between the frequency and wavelength of a wave.
- Explain why waves travel at different speeds.

Sound Waves

- Describe how sound waves are produced and how they travel.
- Explain how different materials and different temperatures affect the speed of sound waves.
- Identify the features of a sound wave.

Properties of Light

- Describe the wave and particle models of light.
- Explain what happens when light interacts with objects.
- Recognize what determines the color of an object.

Reflection and Mirrors

- Describe how a mirror forms an image.
- Describe the law of reflection.
- Explain how light is reflected from a surface.
- Identify the types of images formed by different kinds of mirrors.

Unit	Lesson	Lesson Objectives
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Refraction and Lenses

- Analyze ray diagrams for a lens.
- Describe how a lens forms an image.
- Explain how light is refracted when it passes from one medium to another.
- Identify the types of images formed by different kinds of lenses.

Electricity and Magnetism**Electric Charge**

- Analyze the factors that affect the strength of an electric force.
- Describe the electric field due to a charge.
- Determine how electric charges interact.
- Explain how electrons cause objects to become electrically charged.

Electric Current

- Describe resistance and how it affects current.
- Distinguish between conductors, superconductors, semiconductors, and insulators.
- Explain how an electric current is produced.
- Explain the relationship between voltage and an electric current.

Ohm's Law

- Calculate the voltage, current, or resistance given the other two quantities.
- Explain the relationship between current, voltage, and resistance (Ohm's law).

Electric Circuits

- Interpret the electric symbols for the parts of a circuit.
- Contrast series and parallel circuits.
- Explain how a circuit functions.
- Identify open and closed circuits.

Electricity Use in Homes and Businesses

- Analyze how electrical energy is produced and transferred.
- Calculate energy efficiency.
- Compare energy used by household appliances.
- Define and calculate electric power.

Magnets and Magnetism

- Describe Earth's magnetic field.
- Describe the properties of magnets.
- Determine how magnetic poles interact with each other.
- Illustrate the magnetic field around a magnet.

Unit	Lesson	Lesson Objectives
		<p>Lab: Magnetic and Electric Fields</p> <ul style="list-style-type: none">Demonstrate and describe electric fields.Demonstrate and describe magnetic fields.Show how magnetic and electric fields are related. <p>Electromagnetism</p> <ul style="list-style-type: none">Describe the characteristics of solenoids and electromagnets.Explain how an electric current is produced by a magnet.Indicate how magnetism is produced by electric currents. <p>Applications of Electromagnetism</p> <ul style="list-style-type: none">Contrast direct current with alternating current.Describe how a generator works.Explain how an electric motor uses a magnetic force to cause motion.Identify uses of electromagnets.

Unit	Topic	Lesson	Lesson Objectives
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An Introduction to History
Tools and Methods

The Tools of History

- Discuss how archaeologist 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.

End of the War, Beginning of the New South
Ending the War and Rebuilding the South

The Civil War Ends

- Discuss Lee's surrender and the events of the war's aftermath.
- Explain the importance of Union victories in Virginia and the Deep South.

Presidential Reconstruction

- Analyze Lincoln's and Johnson's Reconstruction plans for similarities.
- Find out how newly freed slaves began to rebuild.
- Learn about conditions in the South following the Civil War.

Congressional Reconstruction

- Analyze the differences between Congress's Reconstruction plan and Andrew Johnson's.
- Discover how black codes and the Fourteenth Amendment were related.
- Find out who supported the Republican governments of the South.
- Learn the significance of the Fifteenth Amendment.

Birth of the New South

- Explore how the growth of cities and industry began to change the South's economy after the war.
- Find out how farming in the South changed after the Civil War.
- Learn how money designated for Reconstruction projects was used.

The End of Reconstruction

- Find out why Reconstruction ended.
- Learn about tactics used by the Ku Klux Klan to spread terror through out the South.
- Review the major successes and failures of Reconstruction.

Unit	Topic	Lesson	Lesson Objectives
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Industrialization of the United States

Looking to the West

Moving West

- Describe how the American frontier shifted westward.
- Find out where western settlers came from.
- Learn about the kinds of conditions that lured people to migrate to the West.

Conflict with Native Americans

- Find out how government policies and battlefield challenges affected the Indian wars.
- Learn about changes that occurred in federal Indian policies by 1900.
- Study the factors that caused changes in the life of the Plains Indians.

Mining, Ranching, and Farming

- Discover how settlers overcame barriers in farming the plains.
- Find out what caused the western cattle boom.
- Learn how mining spread in the West.
- See what life was like for a cowboy on the Chisholm Trail.

Populism

- Discover the Populists' key goals.
- Find out how the government responded to organized protests by farmers.
- Learn about the legacy of Populism.
- See why farmers complained about federal post-Civil War economic policies.
- Understand the main point of William Jennings Bryan's Cross of Gold Speech.

The Expansion of American Industry

A Technological Revolution

- Discover the effects the development of railroads had on industrial growth.
- Find out how advances in electric power and communication affected people and businesses in this area.
- Learn how daily lives changed in the decades following the Civil War.
- Think about the impact of the Bessemer process on American culture.

The Growth of Big Business

- Analyze the ways in which big business differed from smaller businesses.
- Discover how social Darwinism affected Americans' views on big business.
- Discover why American industrialists of the late 1800s were called both "robber barons" and "captain of industry".
- Learn how industrialists gained a competitive edge over their rivals.

Unit	Topic	Lesson	Lesson Objectives
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Industrialization and Workers

- Discover why it was sometimes necessary for entire families to work.
- Find out about factors that led to a growing American work force between 1860 and 1900.
- Learn what factory work at the turn of the century was like.

The Great Strikes

- Discover the impact of industrialism on the gap between rich and poor.
- Find out the goals of the early labor unions in the United States.
- Learn why Eugene V. Debs formed the American Railway Union.
- Study the causes and outcomes of the major strikes in the late 1800s.

Urban America

Immigration

- Analyze the circumstances surrounding the great wave of immigration after the Civil War.
- Evaluate how nativism affected immigration policies.

Urbanization

- Evaluate the role that political machines played in urban politics in the late 1800's.
- Explain the technological developments that made the growth of cities possible.

The Gilded Age

- Evaluate the doctrine of Social Darwinism and the impact it had on American industry.
- Explain how industrialization promoted leisure time and encouraged new forms of entertainments.

Political Machines

- Analyze why immigrants were important to political machines.
- Describe how corruption and illegal activities developed in many political machines.
- Explain how political machines emerged in U.S. cities.
- Identify the events that led to the collapse of public support for the Tweed Ring.

The Rebirth of Reform

- Evaluate efforts to help the urban poor.
- Explain the methods that social critics advocated to improve society.

The Populist Movement

- Describe the factors that led to economic hardships for farmers.
- Discuss why farmers supported money backed by silver.
- Explain how silver affected the economy and the 1896 presidential election.
- Explain what the farmers' movement hoped to achieve, and what weakened their efforts.
- Identify the issues that the Populist Party supported.

Unit	Topic	Lesson	Lesson Objectives
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Life at the Turn of the Twentieth Century

The Expansion of Education

Discover the views of Booker T Washington and WEB Du Bois regarding African American education.

Find out how opportunities for higher education increased after the Civil War.

Learn how and why public schools expanded during the late 1800s.

New Forms of Entertainment

Discover the new kinds of performances and recreation that Americans enjoyed at the turn of the century.

Find out what people were reading for education and entertainment.

Learn how American music was changing.

The World of Jim Crow

Find out how African Americans resisted this discrimination.

Probe the kinds of discrimination encountered by African Americans after Reconstruction.

The Changing Role of Women

Discover how women's work in the home changed at the turn of the century.

Examine the issues in the debate over women's equality.

Find out about the kinds of work that women did outside the home.

Learn how stores and catalogs served women's new roles as consumers.

The Emergence of Modern America

The Age of Reform

The Progressive Movement

Discuss the backgrounds of the reformers.

Identify issues that concerned progressives, and explain how they tried to make changes.

Specify issues that muckrakers addressed.

Summarize how progressive writers and thinkers viewed American society.

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.

Reforming the New Industrial Order

Explain what the results of the Triangle Shirtwaist Fire were.

Identify workplace problems that progressives targeted.

List and describe the rulings that the Supreme Court made on labor laws.

Summarize union successes and failures.

Unit	Topic	Lesson	Lesson Objectives
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Reforming Society in the Progressive Era

- Describe how reformers tried to improve life in U.S. Cities.
- Discuss how reformers hoped to improve moral standards.
- Explain why immigrants were left out of some progressive reforms, and recognize how they contributed to other reforms.
- Report on how African Americans and American Indians organized to improve their lives.

Reforming Government

- Describe how reformers sought to improve city governments.
- Discuss the goals of progressive state leaders.
- Summarize the reforms that were enacted to make U.S. voting procedures more democratic.

Wilson's "New Freedom"

- Describe how Woodrow Wilson's proposals affected big business and U.S. citizens.
- Discuss how American women gained the right to vote.
- Explain how President Wilson attempted to help farmers and laborers, and how successful his efforts were.

America and the World

Expansion in the Pacific

- Describe the U.S. role in China.
- Discuss how Japan became a world power.
- Explain how the United States acquired Hawaii.
- Identify the major factors that drove imperialism.

War with Spain

- Describe the major battles of the Spanish-American War.
- Discuss the major causes of the Spanish-American war.
- Explain what happened to the Philippines after the Spanish-American War.
- Recount how Spain responded to the revolt in Cuba.

Expansion in Latin America

- Analyze the major obstacles to building the Panama Canal.
- Describe how the United States governed Cuba and Puerto Rico.
- Summarize U.S. policy toward Latin America during the late 1800s and early 1900s.

Conflict with Mexico

- Explain why the United States intervened in Mexico.
- List the major events of the Mexican Revolution.
- Report on the outcomes of the Mexican Revolution.

Unit	Topic	Lesson	Lesson Objectives
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The World War I Era

The Road to War

- Analyze how the United States responded to the war in Europe.
- Identify the main cause of World War I.
- Understand how the conflict expanded to draw in much of Europe.

The United States Declares War

- Discover how Germany's use of submarines affected the war.
- Find out the steps the United States took toward war in early 1917.

Americans on the European Front

- Analyze the preparations of the United States for World War I.
- Learn about conditions in Europe and the United States at the end of the war.
- Study the ways in which the American troops helped turn the tide of the war.

Americans on the Home Front

- Describe how the government enforced loyalty to the war effort.
- Find out how the war changed the lives of Americans on the home front.
- Learn about the steps the government took to finance the war and manage the economy.

Global Peacemaker

- Discover the expectations that Wilson and the Allies brought to the Paris peace conference.
- Find out how the federal government and ordinary Americans reacted to the end of the war.
- Learn about the important provisions of the peace treaty.

Postwar Social Change

Society in the 1920s

- Find out how the nation's cities and suburbs were affected by Americans on the move from rural areas.
- Learn how women's roles changed in the 1920s.
- Read about America's heroes of the 1920s, and come to see the reasons for their popularity.

Mass Media and the Jazz Age

- Discover how the writers and the Lost Generation responded to popular culture.
- Find out about some of the subjects explored by the writers of the Harlem Renaissance.
- Realize why the decade of the 1920s was called the Jazz Age, and learn how the jazz spirit affected the arts.
- See how the mass media helped create common cultural experiences.

Cultural Conflicts

- Discover the issues of religion that were at the core of the Scopes trial.
- Find out how racial tensions changed after World War I.
- Learn about the effects of Prohibition on society.

Unit	Topic	Lesson	Lesson Objectives
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A Republican Decade

- Discover the issues that shaped the presidential election of 1928.
- Find out about conflicts that led to the major labor strikes of 1919.
- Learn about events that fueled the Red Scare of the early 1920s.
- See how Republican leadership during the Harding and Coolidge presidencies shaped the 1920s.

A Business Boom

- Discover the ways in which industrial growth affected the economy of the 1920s.
- Find out how Henry Ford and the automobile were important to the 1920s.
- See how the economic boom bypassed some people and benefited others.
- Understand the role businesses and consumers play in a consumer economy.

The Great Depression and World War II

Crash and Depression

The Stock Market Crash

- Become familiar with the main causes of the Great Depression.
- Learn about events that led to the stock market's Great Crash in 1929.
- See how the Great Crash produced a ripple effect throughout the nation's economy.

Social Effects of the Depression

- Discover how some people struggled to survive hard times.
- Find out about social problems that were caused by poverty in the 1930s.
- Understand how poverty spread during the Great Depression.

Surviving the Great Depression

- Read about ways Americans pulled together to survive the Great Depression.
- See the signs of change Americans began to notice in the early 1930s.

The Election of 1932

- Find out how President Hoover responded to the Great Depression.
- Learn what Roosevelt meant when he offered Americans a "new deal".
- Realize why the election of 1932 was a significant turning point in American politics.

Unit	Topic	Lesson	Lesson Objectives
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Postwar Social Change

Roosevelt Takes Office

- Discuss Franklin Roosevelt's early political career.
- Explain the worsening situation in the U.S. banking system in the early 1930's.

Restoring Hope

- Describe how the New Deal provided relief for the unemployed.
- Discuss the New Deal goals for the Tennessee Valley region.
- Explain how the New Deal promoted industrial and agricultural recovery.
- Recount how the Roosevelt administration addressed the concerns of African Americans and American Indians.

New Challenges

- Analyze how the Second New Deal benefited labor and agriculture.
- Describe how Roosevelt tried to prevent the Supreme Court from overturning his programs.
- Discuss the criticisms aimed at the New Deal.
- Explain the Roosevelt recession, and describe the effect it had.
- Recount how the Second New Deal enabled President Roosevelt to win re-election easily in 1936.

Life in the New Deal Era

- Describe how the New Deal improved the lives of ordinary Americans.
- Discuss the effects of the Dust Bowl.
- Explain how New Deal agencies used photography to promote their goals.

The Road to War

The Search for Peace

- Discuss how war debts and reparations affected European nations after World War I.
- Identify the major postwar peace initiatives.
- Outline the foreign policy the United States followed after World War I.

The Rise of Dictators

- Discover the origins and goals of Italy's fascist government.
- Find out how the government and the economy of the Soviet Union changed under Stalin.
- Learn about the causes and results of the Spanish Civil War.
- See how Hitler rose to power in Germany and Europe in the 1930s.

Japan Builds an Empire

- Discover the causes and effects of Japan's growing military power.
- Find out about the initial outcome of Japan's war against China.
- Learn why Japan looked beyond China for future expansion.
- See why the Manchurian Incident was a turning point for Japan's civilian government.

Unit	Topic	Lesson	Lesson Objectives
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War Breaks Out

- Discuss the response to international fascism.
- Find out about the increased tensions between the United States and Germany.
- Learn about the early events of World War II.
- Learn why Japan bombed Pearl Harbor.

World War II

Mobilizing for War

- Describe the issues involved in raising an American army.
- Explain how the United States mobilized its economy.

The Early Battles

- Analyze how the Allies were able to fight a war on two fronts and turn the war against the Axis in the Pacific, Russia, and North Atlantic .
- Explain why Stalingrad is considered a major turning point of World War II.

Life on the Home Front

- Describe how the wartime economy created opportunities for women and minorities.
- Discuss how Americans coped with shortages and rapidly rising prices.

The Holocaust

- Find out about some ways in which Germany persecuted Jews in the 1930s.
- See how Germany's policies toward Jews developed from murder to genocide.

Pushing the Axis Back

- Describe the goals of the two major offensives the Allies launched in Europe in 1943.
- Explain the American strategy for pushing the Japanese back in the Pacific.

World War II Ends

- Explain the tactics the Allies used to invade Germany and to defeat Japan.
- Outline the reasons the Allies created the United Nations and held war crimes trials.

Unit	Topic	Lesson	Lesson Objectives
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Postwar United States
Origins of the Cold War

Healing the Wounds of War

- Describe the actions Allied forces took to stabilize Germany and Japan after the war.
- Discuss how the Allied Powers tried war criminals.
- Explain why the United Nations was founded, and relate how it was organized.
- Trace the events that led to the founding of the new country of Israel, and describe how Arab countries responded.

The Cold War Begins

- Analyze how the Marshall Plan helped block the spread of Communism in Europe.
- Describe how the U.S. government tried to control the development of atomic weapons.
- Explain what caused the Cold War, and describe U.S. strategy during the Cold War.
- Trace how the Western Allies responded to Soviet expansion.

The Cold War Turns Hot

- Analyze the factors that led to the escalation of the conflict in Korea.
- Describe the domestic and international effects of the Korean War.
- Discuss the methods that President Eisenhower used to promote U.S. interests abroad.
- Explain how the Chinese Communists gained control of China.

The Cold War at Home

- Describe how Americans reacted to the prospect of nuclear war and the launch of Sputnik.
- Discuss the actions the U.S. government took to limit communism at home, and describe how these actions affected Americans' everyday lives.
- Explain how Senator Joseph McCarthy was able to play upon Americans' fears of communism.

Postwar America

Truman and Eisenhower

- Describe President Eisenhower's domestic agenda.
- Explain the Truman administration's efforts on the domestic front.

The Affluent Society

- Describe changes to the American family that took place during the 1950s.
- Explain the reasons for and the effects of the nation's economic boom.

Popular Culture of the 1950s

- Discuss the contributions of African Americans to 1950s culture.
- Explain the characteristics of the new youth culture.

Unit	Topic	Lesson	Lesson Objectives
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The New Frontier and the Great Society

Kennedy and the Cold War

- Analyze how television coverage influenced the presidential election of 1960.
- Describe how the Cuban missile crisis almost lead to war.
- Explain why the Bay of Pigs invasion of Cuba failed.
- Summarize how President Kennedy planned to stop the spread of communism.

The Kennedy White House

- Describe how Americans responded to the death of the president.
- Discuss how President Kennedy's image conflicted with reality.
- Explain how the Kennedy administration tried to help poor Americans.
- Identify why Kennedy had difficulty getting legislation passed.

Johnson's Great Society

- Describe why support for the Great Society programs declined during the late 1960s.
- Detail how the Warren Court expanded individual liberties.
- Explain how President Johnson's War on Poverty affected American communities.
- Identify the problems that the Great Society programs addressed.

Shaping Modern America

The Civil Rights Movement

Demands for Civil Rights

- Discover how the Montgomery bus boycott affected the civil rights movement.
- Find out how Americans responded to the Supreme Court's decision in Brown v Board of Education.
- Learn about events and cultural trends that led to a rise in African American influence in the twentieth century.
- See how other minorities began to demand civil rights in the 1960s.

Leaders and Strategies

- Find out how early groups laid the foundation for the civil rights movement.
- Realize how SNCC gave students a voice in the civil rights movement.
- Understand the philosophy of nonviolence.

The Struggle Intensifies

- Find out the reaction to James Meredith's integration at the University of Mississippi.
- Identify the goals of sit-ins and Freedom Rides.
- Understand how the events in Birmingham, Alabama, affected the nation's attitudes toward the civil rights movement.

Unit	Topic	Lesson	Lesson Objectives
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The Political Response

- Discover how African Americans fought to gain voting rights.
- Find out why civil rights leaders proposed a march on Washington.
- Learn about President Kennedy's approach to civil rights.
- Learn the goals of the Civil Rights Act of 1964.

The Movement Takes a New Turn

- Become familiar with the major goals of the black power movement.
- Find out how the tragic events of 1968 affected the nation.
- Learn about Malcolm X's approach to gaining civil rights.
- See why violent riots erupted in many urban streets.

Vietnam War

Background to Conflict

- Analyze why China and France wanted to control Vietnam.
- Discuss why President Kennedy increased US involvement in Vietnam.
- Explain why the United States refused to support Vietnamese independence in the 1940s and 1950s.

The Vietnam War Escalates

- Describe the strategies U.S. forces used in the Vietnam War.
- Explain why some Americans opposed the war, and describe how the government responded.
- Identify the constitutional issue the Tonkin Gulf Resolution raised.
- List factors that frustrated U.S. military efforts in Vietnam.

A Turning Point

- Describe how Americans reacted to President Nixon's plan to end the war.
- Explain why the Tet Offensive weakened many Americans' confidence in their government.
- List the key events of the 1968 presidential campaign.
- Summarize how President Nixon attempted to end the war.

The Vietnam War Ends

- Describe the war's long-term effects on Vietnam and the Vietnamese people.
- Evaluate the war's long-term effects on the American people.
- Explain why the United States agreed to a cease-fire in January 1973.

Unit	Topic	Lesson	Lesson Objectives
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Struggles for Change

Women's Rights

- Describe what The Feminine Mystique revealed about women, and discuss how readers responded to it.
- Explain how the federal government tried to assist working women in the early 1960s.
- Identify the gains and setbacks the women's movement experienced during the 1970s.
- Relate what tactics the leaders of the women's movement used.

The Chicano Movement

- Analyze how the Chicano movement changed the lives of Mexican Americans.
- Describe how aggressive activists shaped the Chicano movement.
- Discuss why La Huelga was important to Mexican Americans throughout the country.
- Explain how conflicts over land rights and education motivated Mexican Americans to protest.

Ethnic Minorities Seek Equality

- Find out how Asian Americans fought discrimination during this period.
- Learn how Latinos sought equality during the 1960s and early 1970s.
- See the ways in which Native Americans confronted their unique problems.

More Groups Mobilize

- Describe what Red Power movement activists demanded, and discuss how successful they were.
- Explain how Americans with disabilities gained public support for their causes.
- Identify the issues that activists for senior citizens and children addressed.

Contemporary United States

Nixon, Ford, and Carter

Nixon's Foreign Policy

- Discover how Nixon reached an agreement with the Soviet Union on limiting nuclear arms.
- Find out about Nixon's policy toward the People's Republic of China.
- Learn about the role Henry Kissinger played in relaxing tensions between the United States and the major Communist powers.

The Watergate Scandal

- Discover the events that led directly to Nixon's resignation.
- Find out how the Committee to Reelect the President conducted itself during Nixon's reelection campaign.
- Learn about the Watergate break in, and see how the story of the scandal unfolded.
- See how the Nixon White House battled its political enemies.

Unit	Topic	Lesson	Lesson Objectives
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The Ford Administration

- Find out how Gerald Ford become President, and learn why he pardoned Richard Nixon.
- Learn about the foreign policy actions Ford took.
- See how Americans celebrated the nation's bicentennial.
- See the types of economic problems the Ford administration faced.

The Carter Administration

- Discover some changes Jimmy Carter brought to the presidency.
- Discover some factors that influenced the outcome of the 1980 election.
- Find out about the ideals that guided Carter's foreign policy.
- Learn how Carter dealt with domestic issues.

The Conservative Revolution

The Reagan Revolution

- Explore the ways in which the economy moved from recession to recovery in the early 1980s.
- Find out how Reagan changed the federal government.
- Read to find out how President Reagan attempted to change the economy.
- Reflect on major initiatives and key foreign policy crises of Reagan's first term.

Reagan's Second Term

- Consider the legacy of Reagan's presidency.
- Discover how Reagan's hands-off style of governing led to problems.
- Find out about some important social debates that continued through Reagan's term in office.
- Observe the ways in which the United States experienced a renewal of patriotism in the 1980s.
- See how the economy evolved during the 1980s.

The George H. W. Bush Presidency

- Find out how the Cold War came to an end.
- Learn about the ways in which the United States played a new international role after the Cold War.
- Observe the effects domestic issues had on Bush's presidency.
- See what challenges George H. W. Bush faced in the 1988 presidential election.

Unit	Topic	Lesson	Lesson Objectives
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Launching the New Millennium

The Technological Revolution

- Describe the evolution of the computer from scientific tool to household appliance.
- Evaluate how the computer has revolutionized science, medicine, and communications.

Clinton's Presidency

- Analyze why NATO launched air strikes against Yugoslavia in 1999.
- Describe the domestic issues that shaped President Clinton's second term.
- Discuss the issues that affected the 1996 presidential election.
- Relate what led to the impeachment of President Clinton, and describe what the outcome was.

George W. Bush's Presidency

- Describe how the environment and population growth issues concerned people in the 1990s.
- Discuss the domestic and international issues that George W. Bush faced.
- Explain how the 2000 presidential election was unusual.
- Identify the factors that shaped the global economy.

The War on Terrorism

- Describe the development of Middle East terrorism.
- Explain the response of the United States to the terrorist attacks on the World Trade Center and the Pentagon.



Appendix K

Financial Control Policies

STUDENTS THAT ASPIRE TO TEACH

GOVERNING COUNCIL POLICY

Date Adopted:

Policy:

Date(s) Revised:

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Student Activity Fund Management

In general, Student Activity Funds are those funds that are owned, operated, and managed by students under the guidance and direction of an approved staff member for educational, recreational, and/or cultural purposes. The school Executive Director is authorized to approve the formation of all class organizations, clubs, and associations. All fund raising activities must be approved by the school Executive Director and business manager prior to initiating the fund raising activity.

POLICY:

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 should, whenever possible, 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.
5. The school Executive Director, or their designee, is responsible for the management of the school's Activity Funds.
6. The school Business Manager shall develop and maintain the procedures necessary to implement this policy in accordance with any applicable laws.

PROCEDURES:

1. The teacher or advisor in charge of the student activity will be responsible for receipting and depositing funds collected.
2. The teacher or advisor in charge of the student activity will adhere to the 24 hour banking rule outlined in NMAC 6.2.2.14.3.
3. Cash receipts for student activity funds shall be given to the front office where a pre-numbered receipt will be issued which identifies the activity for entry into the school's accounting system.
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 a count sheet verifying that all receipts have been tallied. The count sheet shall be given to the school Business Manager 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.

APPLICATION FOR NEW STUDENT ACTIVITY FORM:

If a new student activity fund is required, an Application for new Student Activity Account must be filled out by the sponsor, approved by the Executive Director and submitted to the Business Office for approval. Once the Business Office has approved the form, the Business Manager will assign a new account number.

A Copy of the form will be sent back to the sponsor with the new assigned account number, which must be referenced on all materials. No fund raising activities will be allowed until after the Finance Department has approved new funds.

LOG OF ALL ACTIVITIES:

A log of all approved activities is to be compiled and retained by the sponsor. This log will be used to identify fund raisers and use of funds on campus and to ensure procedures are being followed. The prior year and current year's log must be available to review upon request by auditors or Business Office personnel.

SPONSOR'S RESPONSIBILITIES:

It is the sponsor's responsibility to understand and ensure compliance with all District policies and procedures as outlined in this manual. Failure to follow or lack of knowledge of procedures does not preclude sponsors from full responsibility and possibly disciplinary action as a result of this failure or lack of knowledge.

Failure to adhere to the fund raising policies and procedures illustrated in this manual may adversely affect the school's or club's ability to continue having fund raising activities. All noncompliance issues will be presented to administration for corrective action. Fund raising activities and supporting documentation are subject to unannounced audit(s).

The sponsor is fiscally responsible for all facets of the fund raising activity. He/she may be held liable for all unapproved fund raising activities and for any shortages identified if

District policy has not been followed. All sponsors are required to sign the Fund Raising Agreement section on the Application for Fund Raising.

Sponsor's responsibilities include but may not be limited to:

- a. Planning the activity with club members.
- b. Selecting the vendor
- c. Scheduling the activity with the Executive Director or designee.
- d. Properly completing the *Fund Raising Application* prior to entering into any agreement and/or receiving product from a vendor. The sponsor, not the Charter School, will be liable for product delivered and amount due if sponsor fails to obtain prior approval.
- e. Maintaining the appropriate controls to ensure that all monies are collected and turned in to the Business Office assistant on a timely basis (within 24 hours) and students are held accountable for outstanding product and amounts.
- f. Ensures that data is available to prepare a perpetual inventory of all products including incentive products, funds received, a list of delinquent accounts and outstanding product. Explanation of Outstanding Amounts can help sponsors with outstanding balances owed. This form should be used by sponsors as a tool only. This form does not need to be turned in to the Business Office, but may be requested by the Executive Director.
- g. Obtains the Executive Directors' approval for disposal of all surplus/damaged products. Surplus products are given away by the Executive Director and **not the sponsor**.
- h. Once a student fails to return product or pay for the product, then the sponsor should not issue any additional product (regardless of student's classification) until said student clears his/her record.

The sponsor must ensure that all club receipts and disbursements are processed in accordance with District policies and procedures. Please refer to the following section entitled CASH RECEIPTS and DISBURSEMENTS for guidelines, which govern these activities.

In general, product should be distributed after school or during a time when class is not unduly disrupted. Students are encouraged to sell the product to his/her immediate family or to known individuals. The District does not encourage activities that require and/or encourage students to sell "door to door."

The sponsor must notify the Executive Director and then immediately report all thefts to the Business Office. The sponsor may be liable for not reporting losses on a timely basis.

The sponsor should ensure that they do not use any parent organization activities in an effort to circumvent District policy.

The sponsor should make a concerted effort to collect 100% of the total outstanding balance. Consistent losses, uncollectible balances, thefts, and/or unaccounted for balances may restrict a sponsor's ability to participate in fund raising activities.

Students that Aspire to Teach:

- a. Reserves the right to stop payment on all fund raising activities in which the sponsor/vendor neglected to follow district policy. In these cases, a contract exists between the vendor and employee.
- b. Will not be liable for any unapproved fund raising activities;
- c. Will remove vendors from the "Approved List" for noncompliance with District policy.

APPROVAL OF FUND RAISING ACTIVITY:

All fund raising activities must be approved prior to ordering or receiving product/ services. It is the Executive Director's responsibility to ensure that all activities have been reviewed and approved prior to commencement. A fund Raising Application must be filled out by each sponsor/teacher responsible for each individual fundraiser. Approval for periodically scheduled bake sales, car washes, burrito sales require a one-time approval for that particular month. For example, if a pickle sale is held every Friday to benefit the Student Club's Fund, then only one fund raising application needs to be filled out with these four dates listed.

CLOSING OF FUND RAISING PROJECT:

All fundraisers should be closed within 60 days after the "ENDING SALE DATE" illustrated on the application.

An activity is considered closed when:

- a. All collectable funds have been deposited;
- b. All disbursements have been made.

Exception: Bake sales, one-day food sales/dinners, dances, performances, concerts, car washes, a-thons, book fairs and similar activities not involving controllable merchandise must be recapped within 5 working days after the activity is held.

The sponsor is accountable/liable for safeguarding all items not sold. Future fundraising activities may be affected if the activity is not properly closed.

CASH RECEIPTS:

The sponsor should use an *Activity Collection Log* at the collection point for students who remit money in order to maintain a system of accountability of each dollar collected. The collection log can be placed on a manila envelope and turned in with receipts. This practice enables the sponsor and the District to account for cash received.

The sponsor must submit all cash to the secretary or financial specialist, for deposit, within 24 hours or one banking day. This is in compliance with the PSAB Supplement 18. The sponsor is liable for funds lost or stolen.

Remittances to the campus financial specialist must be accompanied by the sponsor's *Activity Collection Log* and *Activity Fund Deposit Worksheet*. Totals on both forms must balance.

The Business Office Assistant will issue the sponsor an office receipt for all monies remitted for deposit. The sponsor should not walk away from the business office without their office receipt.

Cash receipted may not be used to cash checks, be borrowed from, lent out, or used to issue cash refunds. All cash refunds should be reflected through an appropriate purchase order.

The sponsor is restricted from using cash collected to make any type of purchases.

Credit in the activity account is final only after the bank reconciliation process has been completed. This will ensure that bounced checks and/or over/short variances have been taken into consideration.

DISBURSEMENTS:

A purchase order should be issued prior to the ordering of the product. This procedure is the same as with all other purchase orders. A purchase order is not approved until it is approved by the Business Office.

CASH DISBURSEMENTS ARE PROHIBITED:

The vendor may be paid once the activity has generated enough funds to cover the cost. Payment cannot be processed without an original company invoice, which provides unit description, unit cost, free product, other charges, credits, returns, etc.

The purchasing Agent should be contacted immediately if a campus is having problem with a vendor. The vendor will not be paid until all problems are resolved.

STUDENTS THAT ASPIRE TO TEACH

Budget Policies and Procedures

Date Adopted: _____

Date(s) Revised: _____

Page 1 of 2

The charter school Finance Committee, in conjunction with the charter school Business Manager and Principal, will be responsible for planning, organizing, directing, coordinating, preparing, and presenting to the Governing Council for adoption, the annual school budget. The Governing Council expects the Finance Committee to work closely with the Principal and staff to assess the needs of the charter school. For budgeting purposes, the fiscal year begins on the first (1st) day of July and ends on the thirtieth (30th) day of the following June.

BUDGET POLICY

1. In connection with preparation of the annual budget, the charter school shall follow all procedural requirements pursuant to 6.20.2.8 NMAC.
2. The charter school shall adhere to the budget preparation standards set forth in 6.20.2.9 NMAC.
3. The charter school shall adhere to the budget maintenance standards outlined in 6.20.2.10 NMAC.
4. The charter school will cover current expenditure with current revenues. The charter school will avoid budgetary procedures that cover current expenditures at the expense of meeting future years' expenditures, such as postponing expenditures or accruing future years' revenues.
5. The charter school Business Manager shall review all purchase orders for sufficiency of budget.
6. The charter school will prepare monthly financial reports comparing actual revenue and expenditures to budgeted amounts.
7. The charter school Business Manager shall provide the status of the budget during a report to the Governing Council on a monthly basis.
8. The charter school Business Manager shall present proposed Budget Adjustment Requests (BARs) as necessary to maintain a positive balance by object code for all funds.
9. The charter school Business Manager shall keep the Governing Council informed of the availability of revenue for budgeting purposes.
10. If required, the charter school shall integrate performance measurement and productivity indicators within the budget.

BUDGET PROCEDURES

1. Planning Expenditures

- a.) The number of students to be educated and the grade level placement of students. Prior year statistical data as well as projections of future enrollment are vital.
- b.) Estimates for future enrollments should be used to extrapolate staffing needs and associated costs such as instructional supplies, equipment, and facility needs.
- c.) The budgetary impact on changes in student/teacher ratios should be evaluated as far in advance as possible so that its impact may be evaluated in terms of requirements for new personnel and associated supplies, equipment, and facilities.
- d.) Contributions to New Mexico Educational Retirement and ERA Retiree plans can be projected through the use of historical costs.
- e.) The charter school's contributions for NMPSIA health insurance premiums can be estimated through historical data and future projections of staffing patterns.
- f.) The charter school may, out of operational cash balances carried forward from the previous fiscal year, budget an amount not to exceed five (5) percent of its proposed operational expenditures as an emergency account. Money in the emergency account shall be used only for unforeseen expenditures incurred after the initial budget has been approved and shall not be expended without the written approval from the State Superintendent of Public Instruction.

2. Anticipating Revenue

- a.) The principal item of revenue in most charter school budgets is derived from the State Equalization Guarantee. The charter school shall use the ADS average of the prior fiscal year in computing the number of students to be included in the Kindergarten/Basic Program section and the Special Education section of the SDE 910B-5. All projections, including Ancillary FTE, shall be based on historical data only, and the charter school shall not use any estimated MEM in the computation except in the case of a grade level to be added. The charter school shall utilize the district's T&E Index and At-Risk Units as supplied by the SDE in computing the State Equalization Guarantee for the budget year.
- b.) Additional revenue generated through Gifts, Donations (non-categorical) should be projected based on bona fide funding sources. Care should be exercised in this projection to ensure that there is no overstatement of revenue projected for this category.
- c.) The Operational Fund cash balance from the prior fiscal year may be budgeted for any operational expenditures, exclusive of payroll, upon specific approval from the State Superintendent of Public Instruction.

Students That Aspire to Teach

Asset Capitalization Policy

Date Adopted:

Date(s) Revised:

Page 1 of 3

Purpose:

To establish guidelines for the control of capital assets 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.

Definition:

Capital assets, for the purpose of this policy, 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 personal property in excess of \$5,000 purchased or acquired by gift to be used for operational purposes such as 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 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:
 - Acquisition costs reflect actual expenses for purchased library materials.
 - Donations are capitalized at fair market value.
 - 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:

Capital assets are recorded at original cost and depreciated over their estimated useful lives (with no salvage value). Students That Aspire to Teach defines capital assets as assets with an initial individual cost of more than \$5,000 and an estimated useful life in excess of one year. Donated capital assets are recorded at their estimated fair value at the date of donation. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expenses as incurred.

Estimated useful life is management's estimate of how long the asset is expected to meet service demands. Straight-line depreciation is used based on the following estimated useful lives

Property Category	Life In Years
Computer Hardware and Business Machines	5
Instructional or short-term Software	5
Copiers	5
Administrative or long-term software	10
Communication Equipment	10
Audio Visual Equipment	10
Athletic Equipment	10
Furniture and Accessories	20
Electrical/Plumbing	30
Kitchen Equipment	15

Disposition 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 are 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, Network Administrator (for computer-related items only), and the 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 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.

STUDENTS THAT ASPIRE TO TEACH

Policy and Procedures for Cash Receipts

Date Adopted:

Date(s) Revised:

Policy:

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CASH RECEIPTS

Students That Aspire to Teach will issue a factory pre-numbered receipt for all money received. The school registrar must endorse all checks at time of receipt. The pre-numbered, triplicate receipts need to be controlled and secured by the school Office Manager or Activity Director. The original copy of the receipt will be given to the payer; a duplicate receipt will be forwarded on to the business office clerk with a deposit slip and cash received for deposit; and the triplicate will remain in the receipt book. If a receipt is voided, all copies will be marked "VOID" and retained in the receipt book.

DEPOSITS

Money received shall be deposited into the bank within 24 hours or one banking day, as outlined in NMAC 6.2.2.14.3, by the accounts payable clerk and recorded in AptaFund by the business manager. The triplicate receipt along with the deposit slip will be used as the source from which to make entries into the Revenue Ledger of Students That Aspire to Teach's accounting software.

A cash receipts journal will be used for each fiscal year. It will begin July 1st and be closed as of June 30th.

BANK RECONCILIATION

The business manager, who is not responsible for receiving cash or issuing checks, will prepare the monthly bank reconciliation. Reconciliation will be reviewed and approved by the Principal. Bank reconciliation will be signed and dated when reviews are completed. The business manager will prepare adjusting journal entries to adjust accounting records to actual based on the reconciliation's ledger as well as post the adjusting journal entry to the general ledger.

STUDENT ACTIVITIES

An administrator or teacher of Students That Aspire to Teach will supervise all student activities, which involve the receipt of money. Money received should be physically

safeguarded in a locked file cabinet or safe. Fund raising monies should not be used to pay any school expenses. The money received will be recorded by the school registrar on a deposit slip and forwarded on to the business office clerk to be deposited into the bank within 24 hours of receipt. Using the deposit slip, the business manager will record the amount received into the appropriate revenue account in AptaFund.

Once enough money has been raised for the approved activity and the funds are needed, a purchase requisition must be completed in the usual manner in order to request distribution of funds. Disbursements of the funds will be approved by the business manager and prepared by the business office clerk on serially pre-numbered checks.

STUDENTS THAT ASPIRE TO TEACH

Fiscal Policy for Internal Control

I. Internal Controls Defined

Internal control consists of the plan of organization and all the related methods and measures adopted within a business to safeguard its assets from employee theft, robbery, and unauthorized use; and enhance the accuracy and reliability of its accounting records. This is done by reducing the risk of errors (unintentional mistakes) and irregularities (intentional mistakes and misrepresentations) in the accounting process.

II. Cash Controls

- a) The business manager of Students That Aspire to Teach maintains cash balances per books.
- b) The business office assistant maintains custody of cash on hand.

**Please refer to the policies and procedures for cash receipts and cash disbursements in the *Employee Fiscal Policies and Procedures Manual*.

III. Bank Account Controls

- a) Deposits are made by the business office assistant and are recorded by the Business Manager.
- b) The Business Manager approves purchase requisitions when funds are available. Purchase Orders are prepared from the PR and are given to the Director of Education for final approval. The Business Office Assistant, who verifies the accuracy of the order in comparison to the PO, checks in merchandise. All printed checks, which are backed up by all required documentation are signed by the Director of Education or authorized Governing Council Member. (See Policies and Procedures on Purchasing)
- c) Bank statements are maintained and reconciled by the Business Manager.
- d) The Principal reviews and approves all Bank Reconciliations.

Students That Aspire to Teach

TIMESHEET POLICY ***Non-Exempt Employees***

Effective July 1, 2009

Each non-exempt employee is required to have a record of hours worked. For non-exempt employees required to use timesheets, the following regulations will apply:

1. Non-Exempt employees are required to record their actual start time, and must record the time when they go off duty.
2. Employees are required to sign out any time they leave the work site, for any reason, other than their assigned work duties.
3. Unless authorized in writing by the Principal ***and*** Business Office Manager, no employee may sign in more than 5 minutes prior to, or 5 minutes after, the start of their shift. Employees may not sign out more than 5 minutes prior to, or 5 minutes following the end of their shift.
4. Clocking in within the time-frame specified in item three, will be considered as an on-time report for duty.
5. Employees will be paid according to their contract; however, time recorded will be used to ensure that employees are working actual contract hours. Because non-exempt employees are reported as hourly employees, any time less than contract hours will be fully docked within the current pay period. Any time worked over contract hours will be paid within the current pay period. Any adjustments to the recorded time must be approved by the Principal ***and*** Business Office Manager.
6. Unless the employment contract includes a working lunch, which employees are paid for, employees must sign out for their designated lunch time. All employees are free to leave the school premises during lunch, unless the employment contract includes a working lunch.
7. Employees should not sign out for designated break times and must stay in the assigned work area during the break.
8. Non-exempt employees who have worked time in excess of 40 hours per week will be paid time-and-a-half for all time exceeding 40 hours.
9. Except in emergency circumstances, prior permission to work overtime as well as time exceeding contract hours should be ***pre-approved*** in writing by the Principal ***and*** Business Office Manager.

Violations of this policy may result in disciplinary actions; including oral or written warnings, suspension without pay and/or termination. **Under no circumstance** may one employee or any other person complete a timesheet for another. Any employee participating in this type of violation will face disciplinary action up to immediate termination.

STUDENTS THAT ASPIRE TO TEACH

Policy and Procedures for Travel, Per Diem and Mileage

Date Adopted:

Date(s) Revised:

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All In-State travel requests must comply with the requirement set forth on the Procedure as per DFA Rule 95-1. Out-of-state travel must receive prior approval from the Executive Director/Principal. Pre-approved travel shall entitle the employee payment as defined by the Department of Finance and Administration. Reimbursement shall be made for travel on public conveyance at the most economical rate available for the trip. Pre-approved travel in a personal vehicle shall be reimbursed at the rate of \$0.44 per mile.

Prior to travel, the employee must complete a *Travel Request Form* and submit it to the Executive Director/Principal, if required, for approval, at least one month prior to travel. The approved *Travel Request Form* will then be forwarded to the business manager who will determine whether or not sufficient budget capacity and cash balance exist to make additional expenditures. If sufficient budget exists, the business office will issue a Purchase Order for anticipated expenditures. A per diem check will be given no earlier than five (5) days prior to travel for actual hotel and meal expenses. STAT will reimburse actual expenses for meals, not to exceed \$30.00 per day in-state and \$45.00 per day out-of-state. Receipts are required for hotel and meal expenses.

Within five (5) business days following travel, the employee must complete an *Expense Report* and/or a *Mileage Log* to request reimbursement for all travel and mileage expenses. All receipts for out-of-pocket expenditures for transportation, registration and miscellaneous expenses are required for reimbursement. The expense report will be reviewed and approved by the Executive Director/Principal and forwarded to the business office for processing.

PER DIEM RATES:

Partial Day Per Diem Rate – Employees who occasionally and irregularly travel shall be reimbursed for travel which does not require overnight lodging, but extends beyond a normal work day as follows:

- (a) for less than 2 hours of travel beyond a normal work day, none;
- (b) for 2 hours, but less than 6 hours beyond the normal work day, \$12.00;
- (c) for 6 six hours, but less than 12 hours beyond the normal work day, \$20.00;
- (d) for 12 hours or more beyond the normal work day, \$30.00;
- (e) “Occasionally and irregularly” means not on a regular basis and infrequently as determined by the Director of Education and/or Governing Council. For

example, an employee is not entitled to per diem rates under this subparagraph if the employee either travels once a week or travels every fourth Thursday of the month. However, the employee is entitled to per diem rates under this subparagraph if the employee either travels once a month with irregular destinations and at irregular times or travels four times in one month and then does not travel again in the next two months, so long as this is not a regular pattern.

- (f) “Normal work day” means 8 hours within a nine-hour period for all school employees both salaried and non-salaried, regardless of the employee’s regular work schedule.

REIMBURSEMENT FOR OTHER EXPENSES:

Employees may be reimbursed for certain actual expenses in addition to per diem rates.

Receipts Not Required – Employees may be reimbursed without receipts for the following expenses in an amount of \$6.00 per day not to exceed a total of \$30.00 per trip:

- (a) taxi or other transportation fares at the destination of the traveler;
- (b) gratuities as allowed by the Director of Education and/or Governing Council;
and
- (c) parking fees
- (d) If more than \$6.00 per day or \$30.00 per trip is claimed, the entire amount of the reimbursement claim must be accompanied by receipts.

Receipts Required – Employees may be reimbursed for the following expenses provided that receipts for all such expenses are attached to the reimbursement voucher:

- (a) actual costs for travel by common carrier, provided such travel is accomplished in the most economical manner practical;
- (b) rental cars or charter aircraft, provided less expensive public transportation is not available or appropriate;
- (c) registration fees for educational programs or conferences, provided, if the fee includes lodging or meals, then no per diem rates shall be paid and only actual expenses paid by the employee and not included in the fee shall be reimbursed within the limits of 2.42.2.9 NMAC; and
- (d) professional fees or dues that are beneficial to Students That Aspire to Teach’s operations or mission.
- (e) Under circumstances where the loss of receipts would deny reimbursement and create a hardship, an affidavit from the employee attesting to the

expenses may be substituted for actual receipts. The affidavit must accompany the travel voucher and include the signature of the Director of Education or Governing Council. (Affidavit attached)

Approval of Travel, Per Diem and Mileage Policies and Procedures

_____ Approval Date	_____ Board President
_____ Approval Date	_____ Principal