APPENDIX A

Appendix A

Scope, Sequence, and Timeline

The Connections Program Guide is included in the hard copy versions of this application and can also be accessed http://bluetoad.com/publication/?m=1702&l=1



The following documents include the timeline, scope, and sequence for the majority of the Connections Course Offerings. The scope documents include alignments to Common Core for Language Arts and Mathematics and Science alignments to New Mexico state standards. Additional alignments will be completed once the charter is approved and are reflected in the timeline. The Sequence documents include the majority of the course offerings but do not show additional leveling such as gifted and talented and all the foreign language offerings. They are available upon request.

<u>How to Read Connections Correlation Documents:</u> Whenever Connections Academy completes any alignments of our courses to state standards, we use the following convention:

Course Semester. Unit. Lesson

For example, a citation of Eng9A.03.02 would indicate that a standard was being met in the first semester of English 9, in the third unit, during the second lesson. In some instances, a course may only be a single semester long. In those cases, an abbreviation is used for the course name, and the convention for citing lessons is the same. Moreover, each lesson contains a number of objectives. These objectives serve as a summary snapshot of what students will be learning in each lesson. Students may encounter more information and use different skills than what are expressed in the objectives for each lesson.

Timeline for Alignments and Course Development

The following is the timeline for development of further courses and the alignment process to New Mexico State Standards.

Action Item	June 2012	July 2012	August 2012	September 2012	October 2012	November 2012-May 2013	June 2013	July 2013	August 2013	September 2013
Develop New Biology Course for 2012-13 School Year	х	Development Complete	х	х	х	х	х	x	х	School Year Begins
Develop New Mexico State History Course for High School	х	х	х	х	Begin Development	х	Development Complete	x	х	School Year Begins
Complete Curriculum Alignments for Social Studies K Course	х	х	x	Begin Alignment	Alignment Completed	Make Course Modifications, If Necessary	х	х	х	School Year Begins
Complete Curriculum Alignments for Social Studies 1 Course	x	х	x	Begin Alignment	Alignment Completed	Make Course Modifications, If Necessary	х	x	х	School Year Begins
Complete Curriculum Alignments for Social Studies 2 Course	x	x	x	Begin Alignment	Alignment Completed	Make Course Modifications, If Necessary	x	x	х	School Year Begins
Complete Curriculum Alignments for Social Studies 3 Course	х	х	x	Begin Alignment	Alignment Completed	Make Course Modifications, If Necessary	х	х	х	School Year Begins
Complete Curriculum Alignments for Social Studies 4 Course	x	х	х	Begin Alignment	Alignment Completed	Make Course Modifications, If Necessary	х	x	х	School Year Begins
Complete Curriculum Alignments for Social Studies 5 Course	х	х	х	Begin Alignment	Alignment Completed	Make Course Modifications, If Necessary	х	x	х	School Year Begins
Complete Curriculum Alignments for Social Studies 6 Course	х	х	х	Begin Alignment	Alignment Completed	Make Course Modifications, If Necessary	х	х	х	School Year Begins
Complete Curriculum Alignments for Social Studies 7 Course	х	х	х	Begin Alignment	Alignment Completed	Make Course Modifications, If Necessary	х	х	х	School Year Begins
Complete Curriculum Alignments for Social Studies 8 Course	х	х	х	Begin Alignment	Alignment Completed	Make Course Modifications, If Necessary	х	x	х	School Year Begins
Complete Curriculum Alignments for World History Course	х	х	х	Begin Alignment	Alignment Completed	Make Course Modifications, If Necessary	х	х	х	School Year Begins
Complete Curriculum Alignments for US History Course	х	х	х	Begin Alignment	Alignment Completed	Make Course Modifications, If Necessary	х	x	х	School Year Begins
Complete Curriculum Alignments for American Government Course	х	х	х	Begin Alignment	Alignment Completed	Make Course Modifications, If Necessary	х	х	х	School Year Begins
Complete Curriculum Alignments for Economics Course	х	х	х	Begin Alignment	Alignment Completed	Make Course Modifications, If Necessary	х	х	х	School Year Begins

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts K
	Reading: Literature	
Key Ideas an	d Details T	VA 04 02 VA 04 02
		KA.01.02, KA.01.03,
		KA.01.06, KA.01.07,
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	Throughout
		KA.01.02, KA.01.03,
		KA.01.06, KA.01.07,
RL.K.2	With prompting and support, retell familiar stories, including key details.	Throughout
		KA.01.02, KA.01.03,
		KA.01.06, KA.01.07,
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	Throughout
Craft and Str	ucture	
		KA.01.02, KA.01.03,
		KA.01.06, KA.01.07,
RL.K.4	Ask and answer questions about unknown words in a text.	Throughout
		KA.01.02, KA.01.03,
		KA.01.04, KA.01.05,
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	Throughout
	With prompting and support, name the author and illustrator of a story and define the role of each in	KA.01.13, KA.02.11,
RL.K.6	telling the story.	KA.04.15, KB.05.04
Integration o	of Knowledge and Ideas	
		KA.01.13, KA.01.15,
	With prompting and support, describe the relationship between illustrations and the story in which they	KA.01.19, KA.01.25,
RL.K.7	appear (e.g., what moment in a story an illustration depicts).	Throughout
		KA.01.06, KA.01.10,
	With prompting and support, compare and contrast the adventures and experiences of characters in	KA.01.11, KA.01.12,
RL.K.9	familiar stories.	Throughout
	iding and Level of Text Complexity	

		Common Core State Standards	Connections Academy
		English/Language Arts	Language Arts K
			KA.03.04, KA.03.08,
			KA.05.01, KA.05.02,
	RL.K.10	Actively engage in group reading activities with purpose and understanding.	Throughout
		Reading: Informational Text	
Key	Ideas and	Details	
			KA.01.02, KA.01.03,
			KA.01.06, KA.01.07,
	RI.K.1	With prompting and support, ask and answer questions about key details in a text.	Throughout
			KA.01.02, KA.01.03,
			KA.01.06, KA.01.07,
	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	Throughout
		With prompting and support, describe the connection between two individuals, events, ideas, or pieces of	
	RI.K.3	information in a text.	Throughout
Craf	ft and Stru	cture	
			KA.01.02, KA.01.03,
			KA.01.06, KA.01.07,
	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	Throughout
			KA.01.12, KA.02.01,
			KA.02.02, KA.02.11,
	RI.K.5	Identify the front cover, back cover, and title page of a book.	Throughout
		Name the author and illustrator of a text and define the role of each in presenting the ideas or	KA.01.12, KA.01.13,
	RI.K.6	information in a text.	KA.01.19, KB.02.02
Inte	gration of	Knowledge and Ideas	
			KA.01.12, KA.01.13,
		With prompting and support, describe the relationship between illustrations and the text in which they	KA.01.15, KA.01.19,
	RI.K.7	appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Throughout
	RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	KA.02.11

English/Language Arts RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.K.10 Actively engage in group reading activities with purpose and understanding.		Common Core State Standards	Connections Academy
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Actively engage in group reading activities with purpose and understanding.		English/Language Arts	Language Arts K
RI.K.9 topic (e.g., in illustrations, descriptions, or procedures). RI.K.10 Actively engage in group reading activities with purpose and understanding. RI.K.10 Actively engage in group reading activities with purpose and understanding. Reading: Foundational Skills Trint Concepts Demonstrate understanding of the organization and basic features of print: Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. Throughout Recognize and produce rhyming words. Recognize and produce rhyming words. Recognize and produce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with ///, /r, or /x/.) RF.K.2Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Throughout			KA.01.06, KA.01.10,
RI.K.10 Actively engage in group reading activities with purpose and understanding. Reading: Foundational Skills Trint Concepts Demonstrate understanding of the organization and basic features of print:Follow words from left to right, top to bottom, and page by pageRecognize that spoken words are represented in written language by specific sequences of lettersUnderstand that words are separated by spaces in print. RF.K.1Recognize and name all upper- and lowercase letters of the alphabet. Throughout Demonstrate understanding of spoken words, syllables, and sounds (phonemes):Recognize and produce rhyming wordsCount, pronounce, blend, and segment syllables in spoken wordsIsolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Throughout		With prompting and support, identify basic similarities in and differences between two texts on the same	KA.01.11, KA.01.12,
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Print Concepts Demonstrate understanding of the organization and basic features of print:Follow words from left to right, top to bottom, and page by pageRecognize that spoken words are represented in written language by specific sequences of lettersUnderstand that words are separated by spaces in printRecognize and name all upper- and lowercase letters of the alphabet.			KA.05.01, KA.05.02,
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Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. KA.01.02, KA.01.03, KA.01.04, KA.01.05, Throughout			
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RF.K.2Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Throughout			
	RE K 2		
Phonics and Word Recognition			Tilloughout

		Common Core State Standards	Connections Academy
		English/Language Arts	Language Arts K
		Know and apply grade-level phonics and word analysis skills in decoding words:	
		Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most	
		frequent sound for each consonant.	
		Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	KA.01.02, KA.01.03,
		Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	KA.01.04, KA.01.05,
	RF.K.3	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Throughout
Flue	ncy		
			KA.01.06, KA.01.10,
			KA.01.11, KA.01.14,
	RF.K.4	Read emergent-reader texts with purpose and understanding.	Throughout
		Writing	
Text	Types ar	nd Purposes	
		Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader	
		the topic or the name of the book they are writing about and state an opinion or preference about the	KB.02.02, KB.02.14, KB.03.02,
	W.K.1	topic or book (e.g., My favorite book is).	KB.04.07, Throughout
			KA.01.13, KA.01.15,
		Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which	KA.01.16, KA.01.19,
	W.K.2	they name what they are writing about and supply some information about the topic.	Throughout
		Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked	KA.01.02, KA.01.03,
		events, tell about the events in the order in which they occurred, and provide a reaction to what	KA.01.07, KA.01.16,
$\overline{}$	W.K.3	happened.	Throughout
Proc	duction a	nd Distribution of Writing	VA 02 04 VA 02 06
		NACTOR A STATE OF THE PROPERTY	KA.03.04, KA.03.06,
	M	With guidance and support from adults, respond to questions and suggestions from peers and add details	KA.03.10, KA.03.12,
	W.K.5	to strengthen writing as needed.	Throughout
		With guidance and support from adults, explore a variety of digital tools to produce and publish writing,	To be addressed by teachers
	W.K.6	including in collaboration with peers.	and/or LiveLesson session
$\overline{}$		Build and Present Knowledge	and/or livelesson session
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	Common Core State Standards English/Language Arts	Connections Academy Language Arts K
\\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author	KB.02.04, KB.02.09, KB.02.13,
W.K.7	and express opinions about them).	KB.02.14, Throughout
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	To be addressed by teachers and/or LiveLesson session
	Speaking and Listening	
Comprehen	sion and Collaboration	
	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with	
	peers and adults in small and larger groups:	
	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the	
	topics and texts under discussion).	To be addressed by teachers
SL.K.1	Continue a conversation through multiple exchanges.	and/or LiveLesson session
	Confirm understanding of a text read aloud or information presented orally or through other media by	KA.01.02, KA.01.03,
	asking and answering questions about key details and requesting clarification if something is not	KA.01.06, KA.01.07,
SL.K.2	understood.	Throughout
SL.K.3	Speak audibly and express thoughts, feelings, and ideas clearly.	KA.01.12, KA.01.13, KA.01.25
	n of Knowledge and Ideas	
	Ask and answer questions in order to seek help, get information, or clarify something that is not	KA.01.03, KA.01.01, KB.01.04,
SL.K.4	understood.	KB.03.11, Throughout
		KA.01.07, KA.01.09,
	Describe familiar people, places, things, and events and, with prompting and support, provide additional	KA.01.16, KA.01.24,
SL.K.5	detail.	Throughout

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts K
		KA.01.12, KA.01.14,
		KA.01.15, KA.01.19,
SL.K.6	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Throughout
	Language	
onvention	of Standard English	
	speaking:	
	Print many upper- and lowercase letters.	
	Use frequently occurring nouns and verbs.	KA.02.03, KA.02.04,
	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	KA.02.06, KA.02.07,
L.K.1	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Throughout
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	
	when writing:	
	Capitalize the first word in a sentence and the pronoun I.	
	Recognize and name end punctuation.	KA.02.03, KA.02.04,
	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	KA.02.06, KA.02.07,
L.K.2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Throughout
ocabulary	Acquisition and Use	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	
	kindergarten reading and content:	
	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and	
	learning the verb to duck).	KA.02.07, KA.02.11,
	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue	KA.02.12, KA.03.11,
L.K.4	to the meaning of an unknown word.	Throughout

	Common Core State Standards English/Language Arts	Connections Academy Language Arts K
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings:Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories representDemonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)Identify real-life connections between words and their use (e.g., note places at school that are colorful)Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	KA.01.17, KA.01.18, KA.02.01, KA.02.02, Throughout
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	KA.02.01, KA.02.03, KA.02.04, KA.03.10, Throughout

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 1
	Reading: Literature	
Key Ideas a	nd Details	
RL.1.1	Ask and answer questions about key details in a text.	1A.02.01, 1A.02.07, 1A.02.08, 1A.02.11, Throughout
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1A.02.08, 1A.02.29, 1A.03.13, 1A.03.23, Throughout
RL.1.3	Describe characters, settings, and major events in a story, using key details	1A.02.01, 1A.02.03, 1A.02.05, 1A.02.13, Throughout
Craft and St	ructure	
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1B.01.29, 1B.03.03, 1B.03.07 1A.02.06, 1A.02.08,
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1A.02.09,1A.02.14, Throughout
RL.1.6	Identify who is telling the story at various points in a text.	To be addressed by teachers and/or LiveLesson session
	of Knowledge and Ideas	
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	1A.02.11, 1A.03.08
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	1A.03.26, 1A.03.28, 1B.01.01, 1B.01.04, Throughout
Range of Re	eading and Level of Text Complexity	
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	1A.01.01, 1A.01.19, 1A.02.01, 1A.02.03, Throughout
	Reading: Informational Text	

		Common Core State Standards	Connections Academy
		English/Language Arts	Language Arts 1
Ke	y Ideas ar	d Details	
			1A.02.01, 1A.02.07, 1A.02.08,
	RI.1.1	Ask and answer questions about key details in a text.	1A.02.11, Throughout
			1A.02.08, 1A.02.16, 1A.02.18,
	RI.1.2	Identify the main topic and retell key details of a text.	1A.02.20, Throughout
			14.00.05.44.00.00.44.00.00
			1A.02.26, 1A.02.28, 1A.02.29,
\perp	RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1A.03.06, Throughout
Cra	aft and St	ructure	
			14 02 04 14 02 04 14 02 17
	DI 4 4		1A.02.01, 1A.03.01, 1A.03.17,
	RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1A.04.01, Throughout
		Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons)	To be addressed by teachers
	RI.1.5	to locate key facts or information in a text.	and/or LiveLesson session
	кі.т.э	Distinguish between information provided by pictures or other illustrations and information provided by	To be addressed by teachers
	RI.1.6	the words in a text.	and/or LiveLesson session
\vdash		of Knowledge and Ideas	unay or Elvelesson session
	Chiation		
			1A.03.08, 1A.03.22, 1B.01.01,
	RI.1.7	Use the illustrations and details in a text to describe its key ideas.	1B.01.06, Throughout
			, ,
			1A.03.11, 1A.03.13, 1A.03.15,
	RI.1.8	Identify the reasons an author gives to support points in a text.	1A.03.23, Throughout
			· <u> </u>
			44 00 06 44 00 00 45 04 04
	D1 4 5	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations,	1A.03.26, 1A.03.28, 1B.01.01,
	RI.1.9	descriptions, or procedures).	1B.01.04, Throughout

		Common Core State Standards	Connections Academy
		English/Language Arts	Language Arts 1
Ra	nge of Rea	ding and Level of Text Complexity	0 0
	U = 1.		
			1A.02.14, 1A.02.24, 1A.03.04,
	RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	1A.03.09, Throughout
		Reading: Foundational Skills	
Pr	nt Concep	ts	
			14.04.44.44.02.02.44.02.02
	DE 4.4	Demonstrate understanding of the organization and basic features of print:	1A.01.14, 1A.02.02, 1A.02.03,
_	RF.1.1	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Awareness	1A.02.04, Throughout
PII	Ollologica	Awareness	
		Demonstrate understanding of spoken words, syllables, and sounds (phonemes):	
		Distinguish long from short vowel sounds in spoken single-syllable words.	
		Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	
		Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	1A.01.01, 1A.01.02, 1A.01.03,
	RF.1.2	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1A.01.04, Throughout
Ph	onics and	Word Recognition	
		Know and apply grade-level phonics and word analysis skills in decoding words:	
		Know the spelling-sound correspondences for common consonant digraphs (two letters that represent	
		one sound).	
		Decode regularly spelled one-syllable words.	
		Know final -e and common vowel team conventions for representing long vowel sounds.	
		Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a	
		printed word.	
		Decode two-syllable words following basic patterns by breaking the words into syllables.	
	_	Read words with inflectional endings.	1A.01.01, 1A.01.02, 1A.01.03,
	RF.1.3	Recognize and read grade-appropriate irregularly spelled words.	1A.01.04, Throughout
FΙι	iency		

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 1
	Read with sufficient accuracy and fluency to support comprehension:	
	Read grade-level text with purpose and understanding.	
	Read grade-level text orally with accuracy, appropriate rate, and expression.	1A.01.01, 1A.01.02, 1A.01.03,
RF.1		1A.01.04, Throughout
T T	Writing	
lext ly	pes and Purposes	
	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an	1A.02.26, 1A.03.19, 1A.04.01,
W.1		1A.04.05, Throughout
VV.1	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and	1A.04.03, Till Oughout
W.1		1A.03.09, 1A.03.13, 1A.03.14
1	provide some sense of closure.	17.103.03, 17.103.13, 17.103.11
	Write narratives in which they recount two or more appropriately sequenced events, include some details	
W.1		1A.03.20, 1A.03.25
Produc	tion and Distribution of Writing	,
	With guidance and support from adults, focus on a topic, respond to questions and suggestions from	1A.01.13, 1A.04.04, 1B.01.03,
W.1	.5 peers, and add details to strengthen writing as needed.	1B.01.09, Throughout
	With guidance and support from adults, use a variety of digital tools to produce and publish writing,	To be addressed by teachers
W.1		and/or LiveLesson session
Researc	ch to Build and Present Knowledge	
	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given	1A.02.02, 1A.02.07, 1A.02.12,
W.1		1A.02.27, Throughout
	With guidance and support from adults, recall information from experiences or gather information from	
W.1	Įi	1B.02.04
Comme	Speaking and Listening	
compre	ehension and Collaboration	

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 1
	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers	
	and adults in small and larger groups:	
	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about	
	the topics and texts under discussion).	
	Build on others' talk in conversations by responding to the comments of others through multiple	
	exchanges.	
SL.1.1	Ask questions to clear up any confusion about the topics and texts under discussion.	1B.01.02, 1B.01.07, 1B.02.07
	Ask and answer questions about key details in a text read aloud or information presented orally or	
SL.1.2	through other media.	1A.02.26, 1A.02.27
	Ask and answer questions about what a speaker says in order to gather additional information or clarify	1A.02.18, 1B.01.17, 1B.02.02,
SL.1.3	something that is not understood.	1B.02.29, Throughout
Presentation	on of Knowledge and Ideas	
		To be addressed by teachers
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	and/or LiveLesson session
	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and	
SL.1.5	feelings.	1A.03.08, 1A.03.22
		1A.02.13, 1A.02.14, 1A.02.18,
SL.1.6	Produce complete sentences when appropriate to task and situation.	1A.02.19, Throughout
0	Language	
Convention	s of Standard English	

	Common Core State Standards	Connections Academy
T	English/Language Arts	Language Arts 1
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:	
	Print all upper- and lowercase letters.	
	Use common, proper, and possessive nouns.	
	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	
	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	
	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk	
	home; Tomorrow I will walk home).	
	Use frequently occurring adjectives.	
	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	
	Use determiners (e.g., articles, demonstratives).	
	Use frequently occurring prepositions (e.g., during, beyond, toward).	
	Produce and expand complete simple and compound declarative, interrogative, imperative, and	1A.02.03, 1A.02.06, 1A.02.07,
L.1.1	exclamatory sentences in response to prompts.	1A.02.08, Throughout
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	
	when writing:	
	Capitalize dates and names of people.	
	Use end punctuation for sentences.	
	Use commas in dates and to separate single words in a series.	
	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular	
	words.	1A.02.14, 1A.02.27, 1A.03.12,
L.1.2	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	1A.03.14, Throughout
Vocabulary	y Acquisition and Use	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1	
	reading and content, choosing flexibly from an array of strategies:	
	Use sentence-level context as a clue to the meaning of a word or phrase.	
	Use frequently occurring affixes as a clue to the meaning of a word.	14.02.24.44.02.22.44.02.22
L.1.4	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	1A.03.21, 1A.03.22, 1A.03.23, 1A.03.24, Throughout

Common Core State Standards		Connections Academy
7	English/Language Arts	Language Arts 1
	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings:Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories representDefine words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)Identify real-life connections between words and their use (e.g., note places at home that are cozy)Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare,	
L.1.5	scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	1A.02.06, 1A.02.07, 1A.02.08, 1A.02.11, Throughout
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	1A.03.18, 1B.01.01 1B.01.04, 1B.01.07, Throughout

	Common Core State Standards		Connections Academy
		English/Language Arts	Language Arts 2
		Reading: Literature	
Ke	y Ideas and	d Details	
	RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2A.01.16, 2A.01.17, 2A.01.20, 2A.01.24, Throughout
	RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2A.01.05, 2A.01.15, 2A.01.20, 2A.02.05, Throughout
	RL.2.3	Describe how characters in a story respond to major events and challenges.	2B.03.09, 2B.03.10
Cra	ft and Str		
	RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2A.01.04, 2A.03.14, 2B.01.09
	RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	2A.01.05, 2A.02.01, 2A.02.02, 2A.02.04, Throughout
	RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	To be addressed by teachers and/or LiveLesson session
Int	egration o	f Knowledge and Ideas	
	RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2A.01.01, 2A.01.02, 2A.01.11, 2A.01.16, Throughout
	RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2A.04.05, 2B.03.21, 2B.03.22
Ra	nge of Rea	ding and Level of Text Complexity	
	RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2A.01.21, 2A.01.22, 2A.02.06, 2A.02.07, Throughout
16	. I al a s	Reading: Informational Text	
Ke	y Ideas and	d Details	

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 2
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2A.01.16, 2A.01.17, 2A.01.20, 2A.01.24, Throughout
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	2A.01.06, 2A.01.07, 2A.01.10,
1422	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in	27.102.03, 11110ugillout
RI.2.3	technical procedures in a text.	2A.02.18, 2B.04.17
raft and Str	· ·	,
		To be addressed by teachers
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	and/or LiveLesson session
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	2A.01.07, 2A.01.09, 2A.01.14, 2A.01.17, Throughout
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2A.02.16, 2A.02.17, 2A.02.20, 2A.03.01, Throughout
ntegration o	of Knowledge and Ideas	
RI.2.7	text.	ZA.03.01, ZB.01.01, ZB.01.11, 2A.01.12, Throughout
RI.2.8	Describe how reasons support specific points the author makes in a text.	2B.03.17
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	2A.03.04, 2B.04.05
ange of Rea	ding and Level of Text Complexity	
	By the end of year, read and comprehend informational texts, including history/social studies, science,	
RI.2.10	and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2A.01.10, 2B.02.01, 2B.02.02, 2B.02.03, Throughout
	Reading: Foundational Skills	

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 2
Phonics and	Word Recognition	
	Know and apply grade-level phonics and word analysis skills in decoding words:	
	Distinguish long and short vowels when reading regularly spelled one-syllable words.	
	Know spelling-sound correspondences for additional common vowel teams.	
	Decode regularly spelled two-syllable words with long vowels.	
	Decode words with common prefixes and suffixes.	
	Identify words with inconsistent but common spelling-sound correspondences.	2A.01.01, 2A.01.02, 2A.01.03,
RF.2.3	Recognize and read grade-appropriate irregularly spelled words.	2A.01.04, Throughout
Fluency		
	Read with sufficient accuracy and fluency to support comprehension:	
	Read grade-level text with purpose and understanding.	
	Read grade-level text orally with accuracy, appropriate rate, and expression.	2A.01.01, 2A.01.02, 2A.01.03,
RF.2.4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2A.01.04, Throughout
	Writing	
Text Types a	and Purposes	
	write opinion pieces in which they introduce the topic or book they are writing about, state an opinion,	
	supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion	
	and reasons, and provide a concluding statement or section:	
	Introduce the topic or text they are writing about, state an opinion, and create an organizational	
	structure that lists reasons.	
	Provide reasons that support the opinion.	2A.03.08, 2A.04.02, 2B.03.05,
W.2.1	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and	2B.03.08, Throughout
	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop	2A.01.18, 2A.01.19, 2A.01.23,
W.2.2	points, and provide a concluding statement or section.	2A.01.24, Throughout

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 2
	Write narratives in which they recount a well-elaborated event or short sequence of events, include	
	details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide	
	a sense of closure:	
	Introduce a topic and group related information together; include illustrations when useful to aiding	
	comprehension.	
	Develop the topic with facts, definitions, and details.	
	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of	2A.01.13, 2A.01.14, 2A.03.08,
	information.	2A.03.09, 2A.03.13,
W.2.3	Provide a concluding statement or section.	Throughout
roduction	and Distribution of Writing	
	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by	
	revising and editing:	
	Establish a situation and introduce a narrator and/or characters; organize an event sequence that	
	unfolds naturally.	
	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or	
	show the response of characters to situations.	
	Use temporal words and phrases to signal event order.	2A.01.03, 2A.01.04, 2A.01.08,
W.2.5	Provide a sense of closure.	2A.01.06, Throughout
	With guidance and support from adults, use a variety of digital tools to produce and publish writing,	To be addressed by teachers
W.2.6	including in collaboration with peers.	and/or LiveLesson session
Research to	Build and Present Knowledge	
	Participate in shared research and writing projects (e.g., read a number of books on a single topic to	
W.2.7	produce a report; record science observations).	2B.03.03
		20.04.06.20.04.00.20.04.00
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2B.04.06, 2B.04.08, 2B.04.09
\	Speaking and Listening	
omprehen	sion and Collaboration	

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 2
	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups:	
	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
	Build on others' talk in conversations by linking their comments to the remarks of others.	
SL.2.1	Ask for clarification and further explanation as needed about the topics and texts under discussion.	2A.01.19, 2A.01.24, 2A.02.14,
61.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through	
SL.2.2	other media.	Throughout
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2A.01.16, 2A.01.17, 2A.01.20, 2A.01.24, Throughout
Presentatio	n of Knowledge and Ideas	, 6
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2A.03.09, 2A.04.01, 2B.01.01, 2B.01.14, Throughout
	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts	
SL.2.5	of experiences when appropriate to clarify ideas, thoughts, and feelings.	2A.02.19, 2B.02.04
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	2A.01.03, 2A.01.06, 2A.01.08, 2A.01.13, Throughout
	Language	
Convention	s of Standard English	
	speaking	
	Use collective nouns (e.g., group).	
	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	
	Use reflexive pronouns (e.g., myself, ourselves).	
	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	2A.01.01, 2A.01.02, 2A.01.04,
L.2.1	Use adjectives and adverbs, and choose between them depending on what is to be modified.	2A.01.06, Throughout

	Common Core State Standards		Connections Academy
		English/Language Arts	Language Arts 2
		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.:Capitalize holidays, product names, and geographic namesUse commas in greetings and closings of lettersUse an apostrophe to form contractions and frequently occurring possessives.	
			2A.01.02, 2A.01.03, 2A.01.17,
V	L.2.2 owledge of	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	2A.01.18, Throughout
IN I	owieuge 01	Language	
	L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening: Compare formal and informal uses of English.	2A.01.13, 2A.03.08, 2A.01.10, 2B.01.11, Throughout
Vo		cquisition and Use	-
	L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies:Use sentence-level context as a clue to the meaning of a word or phraseDetermine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	2A.01.06, 2A.01.13, 2A.01.17, 2A.01.20, Throughout
	L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings:Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	2A.01.03, 2A.02.03, 2A.02.04, 2A.02.08, Throughout

Common Core State Standards		Connections Academy
	English/Language Arts	Language Arts 2
	Use words and phrases acquired through conversations, reading and being read to, and responding to	
	texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me	2A.01.13, 2A.02.03, 2A.02.23,
L.2.6	happy).	2A.03.18, Throughout

Common Core State Standards		Connections Academy
	English/Language Arts	Language Arts 3
	Reading: Literature	
Key Ideas an	d Details	
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3A.01.01, 3A.01.03, 3A.01.06, 3A.01.09, Throughout
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3A.01.01, 3A.01.02, 3A.01.03, 3A.01.04, Throughout
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3A.01.01, 3A.01.02, 3A.01.03, 3A.01.11, Throughout
Craft and St		
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	3A.02.01
RL.3.5 RL.3.6	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Distinguish their own point of view from that of the narrator or those of the characters.	3A.02.16, 3B.03.11, 3B.03.12, 3B.03.13, Throughout 3B.03.22
Integration	of Knowledge and Ideas	
RL.3.7	(e.g., create mood, emphasize aspects of a character or setting).	3B.03.11, 3B.03.12, 3B.03.13, 3B.03.14, Throughout
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	3B.01.04, 3B.03.21
Range of Re	ading and Level of Text Complexity	

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 3
RL.3.10	end of the grades 2–3 text complexity band independently and proficiently.	3A.01.08, 3A.01.25, 3B.01.01, 3B.01.02, Throughout
	Reading: Informational Text	
Key Ideas ar	nd Details	
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3A.02.17, 3A.02.18, 3A.02.20, 3A.02.22, Throughout
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	3A.02.01, 3A.02.02, 3A.02.03, 3A.02.05, Throughout
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3A.01.06, 3B.01.13, 3B.01.15, 3B.01.16, Throughout
Craft and St	ructure	
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	3B.01.01, 3B.01.02, 3B.01.05, 3B.02.19
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3B.01.19, 3B.02.04, 3B.02.24, 3B.03.14, Throughout
RI.3.6	Distinguish their own point of view from that of the author of a text.	3B.02.21, 3B.02.22, 3B.02.23
Integration	of Knowledge and Ideas	
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	3A.01.19, 3A.02.01, 3A.02.04, 3A.02.17, Throughout
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	3A.01.06, 3A.01.07, 3A.01.10, 3A.01.11, Throughout

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 3
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	3A.01.04, 3A.01.09, 3A.01.14, 3A.01.19, Throughout
Range of Re	ading and Level of Text Complexity	
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	3A.03.14, 3A.03.15, 3A.03.19, 3A.03.25, Throughout
District and	Reading: Foundational Skills	
Phonics and	Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words: Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes.	
RF.3.3	Decode multisyllable wordsRead grade-appropriate irregularly spelled words.	3A.01.01, 3A.01.02, 3A.01.03, 3A.01.06, Throughout
Fluency		
RF.3.4	Read with sufficient accuracy and fluency to support comprehension:Read grade-level text with purpose and understandingRead grade-level prose and poetry orally with accuracy, appropriate rate, and expressionUse context to confirm or self-correct word recognition and understanding, rereading as necessary.	3A.02.05, 3A.02.11, 3A.03.21, 3A.03.22, Throughout
	Writing	
Text Types a	Write opinion pieces on topics or texts, supporting a point of view with reasons: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	3B.02.01, 3B.02.03, 3B.02.04,
W.3.1	Provide a concluding statement or section.	3B.02.06, Throughout

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 3
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
	Develop the topic with facts, definitions, and details.	
	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of	
	information.	3A.03.18, 3A.03.19, 3B.01.07,
W.3.2	Provide a concluding statement or section.	3B.01.08, Throughout
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:	
	Establish a situation and introduce a narrator and/or characters; organize an event sequence that	
	unfolds naturally.	
	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or	
	show the response of characters to situations.	
	Use temporal words and phrases to signal event order.	
W.3.3	Provide a sense of closure.	3A.01.23, 3B.01.13, 3B.01.14
Production	and Distribution of Writing	
	With guidance and support from adults, produce writing in which the development and organization are	
W.3.4	appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	3A.01.01, 3A.01.05, 3A.01.08, 3A.02.07, Throughout
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	3A.01.03, 3A.01.09, 3A.01.24, 3A.02.14, Throughout
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	To be addressed by teachers and/or LiveLesson session
	Build and Present Knowledge	,
W.3.7	Conduct short research projects that build knowledge about a topic.	To be addressed by teachers and/or LiveLesson session

		Common Core State Standards	Connections Academy
		English/Language Arts	Language Arts 3
W	′.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3A.02.02, 3A.02.03, 3A.02.04, 3A.02.08, Throughout
Range	<mark>e of Wri</mark>	ting	
	7.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening	3A.02.21, 3A.02.24, 3A.03.01, 3A.03.03, Throughout
Comp	orehensi	ion and Collaboration	
SL	3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly:Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussionFollow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of othersExplain their own ideas and understanding in light of the discussion.	To be addressed by teachers and/or LiveLesson session
SL	3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3A.02.06, 3A.02.11, 3A.02.16, 3A.03.06, Throughout
	3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	To be addressed by teachers and/or LiveLesson session
Prese	ntation	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant,	
SL	3.4	descriptive details, speaking clearly at an understandable pace.	3B.01.06, 3B.01.18, 3B.01.19

		Common Core State Standards	Connections Academy
		English/Language Arts	Language Arts 3
	SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	To be addressed by teachers and/or LiveLesson session
	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	3A.01.11
		Language	
Cor	ventions	of Standard English	
		Demonstrate command of the conventions of standard English grammar and usage when writing or	
		speaking:	
		Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in	
		particular sentences.	
		Form and use regular and irregular plural nouns.	
		Use abstract nouns (e.g., childhood).	
		Form and use regular and irregular verbs.	
		Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	
		Ensure subject-verb and pronoun-antecedent agreement.*	
		Form and use comparative and superlative adjectives and adverbs, and choose between them depending	
		on what is to be modified.	
		Use coordinating and subordinating conjunctions.	3A.01.06, 3A.01.07, 3A.01.08,
	L.3.1		3A.01.09, Throughout

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 3
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:	
	Capitalize appropriate words in titles.	
	Use commas in addresses.	
	Use commas and quotation marks in dialogue.	
	Form and use possessives.	
	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	
	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns,	
	ending rules, meaningful word parts) in writing words.	3A.01.01, 3A.01.02, 3A.01.04,
L.3.2	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	3A.01.05, Throughout
Knowledge	of Language	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening:	
	Choose words and phrases for effect.	3A.01.04, 3A.01.21, 3A.01.24,
L.3.3	Recognize and observe differences between the conventions of spoken and written standard English.	3A.03.04, Throughout
Vocabulary	Acquisition and Use	
	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3	
	reading and content, choosing flexibly from a range of strategies:	
	Use sentence-level context as a clue to the meaning of a word or phrase.	
	Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,	
	agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	
	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	
	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise	3A.01.02, 3A.01.07, 3A.01.12,
L.3.4	meaning of key words and phrases.	3A.01.17, Throughout

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 3
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings:Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	3A.02.20, 3B.02.06
	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that	3A.01.04, 3A.01.13, 3A.01.21,
L.3.6	night we went looking for them).	3A.01.23, Throughout

English/Language Arts Reading: Literature Stails fer to details and examples in a text when explaining what the text says explicitly and when drawing erences from the text. termine a theme of a story, drama, or poem from details in the text; summarize the text. scribe in depth a character, setting, or event in a story or drama, drawing on specific details in the text g., a character's thoughts, words, or actions).	Language Arts 4 4A.01.06, 4A.01.21, 4A.01.22,4A.01.23, Throughout 4A.01.01, 4A.01.02, 4A.01.03, 4A.01.25, Throughout 4A.01.01, 4A.01.12, 4A.01.13,
fer to details and examples in a text when explaining what the text says explicitly and when drawing erences from the text. termine a theme of a story, drama, or poem from details in the text; summarize the text. scribe in depth a character, setting, or event in a story or drama, drawing on specific details in the text g., a character's thoughts, words, or actions).	4A.01.22,4A.01.23, Throughout 4A.01.01, 4A.01.02, 4A.01.03, 4A.01.25, Throughout 4A.01.01, 4A.01.12, 4A.01.13,
fer to details and examples in a text when explaining what the text says explicitly and when drawing erences from the text. termine a theme of a story, drama, or poem from details in the text; summarize the text. scribe in depth a character, setting, or event in a story or drama, drawing on specific details in the text g., a character's thoughts, words, or actions).	4A.01.22,4A.01.23, Throughout 4A.01.01, 4A.01.02, 4A.01.03, 4A.01.25, Throughout 4A.01.01, 4A.01.12, 4A.01.13,
termine a theme of a story, drama, or poem from details in the text; summarize the text. scribe in depth a character, setting, or event in a story or drama, drawing on specific details in the text g., a character's thoughts, words, or actions).	4A.01.22,4A.01.23, Throughout 4A.01.01, 4A.01.02, 4A.01.03, 4A.01.25, Throughout 4A.01.01, 4A.01.12, 4A.01.13,
scribe in depth a character, setting, or event in a story or drama, drawing on specific details in the text g., a character's thoughts, words, or actions).	4A.01.25, Throughout 4A.01.01, 4A.01.12, 4A.01.13,
g., a character's thoughts, words, or actions).	
	4A.01.14, Throughout
ire	
termine the meaning of words and phrases as they are used in a text, distinguishing literal from nliteral language.	4A.01.20, 4A.01.25, 4A.02.25, 4A.03.02, Throughout
olain major differences between poems, drama, and prose, and refer to the structural elements of ems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, ge directions) when writing or speaking about a text.	4A.02.02, 4A.02.03, 4A.02.11, 4A.03.08, Throughout
mpare and contrast the point of view from which different stories are narrated, including the difference tween first- and third-person narrations.	4A.01.04, 4A.01.09, 4A.01.14, 4A.02.05, Throughout
owledge and Ideas	
ake connections between the text of a story or drama and a visual or oral presentation of the text, entifying where each version reflects specific descriptions and directions in the text.	4A.02.13, 4A.02.14, 4A.03.11, 4A.03.12, Throughout
mpare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and	To be addressed by teachers and/or LiveLesson session
o ak	ween first- and third-person narrations. wledge and Ideas te connections between the text of a story or drama and a visual or oral presentation of the text, stifying where each version reflects specific descriptions and directions in the text.

	Common Core State Standards	
	English/Language Arts	Language Arts 4
DI 4.40	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the	4A.01.24, 4A.02.18, 4A.02.20,
RL.4.10	grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Reading: Informational Text**	4A.02.25, Throughout
Key Ideas a		
ikey ideas a		
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4A.01.04, 4A.03.09, 4A.03.24, 4B.02.16, Throughout
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4A.01.20, 4A.01.21, 4A.01.22, 4A.02.21, Throughout
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	4A.01.12, 4A.01.13, 4A.01.19, 4B.02.21, Throughout
Craft and S	tructure	
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	To be addressed by teachers and/or LiveLesson session
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	4A.01.02, 4A.01.03, 4A.01.11, 4A.01.20, Throughout
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	4A.01.14, 4B.01.04, 4B.01.14
Integration	of Knowledge and Ideas	
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	4A.01.16, 4A.01.17, 4A.01.21, 4A.01.22, Throughout
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	4A.01.06, 4A.01.07, 4A.01.08, 4A.01.10, Throughout

	Common Core State Standards		Connections Academy
		English/Language Arts	Language Arts 4
	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4A.01.04, 4A.01.09, 4A.01.14, 4A.01.25, Throughout
Ran	ge of Rea	ding and Level of Text Complexity	
	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4A.01.04, 4A.01.09, 4A.01.19, 4A.02.14, Throughout
		Reading: Foundational Skills	
Pho	nics and	Word Recognition	
	RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words:Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4A.01.01, 4A.01.02, 4A.01.03, 4A.01.04, Throughout
	ency		, , , ,
	RF.4.4	Read with sufficient accuracy and fluency to support comprehension:Read grade-level text with purpose and understandingRead grade-level prose and poetry orally with accuracy, appropriate rate, and expressionUse context to confirm or self-correct word recognition and understanding, rereading as necessary.	4A.01.01, 4A.01.02, 4A.01.11, 4A.01.16, Throughout
		Writing	
Tex	t Types ar	nd Purposes	
		Write opinion pieces on topics or texts, supporting a point of view with reasons and information:Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purposeProvide reasons that are supported by facts and details.	
	W.4.1	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)Provide a concluding statement or section related to the opinion presented.	4B.02.03, 4B.02.04, 4B.02.08, 4B.02.09, Throughout

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 4
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
	Develop the topic with facts, definitions, and detailsUse linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of	
W.4.2	informationProvide a concluding statement or section.	4A.02.08, 4A.02.09, 4A.02.23, 4A.02.24, Throughout
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:	
	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	
W.4.3	Use a variety of transitional words and phrases to manage the sequence of eventsUse concrete words and phrases and sensory details to convey experiences and events preciselyProvide a conclusion that follows from the narrated experiences or events.	4A.01.03, 4A.01.04, 4A.01.23, 4A.01.24, Throughout
Production a	and Distribution of Writing	, 3
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4A.01.13, 4A.01.14, 4A.02.03, 4A.02.04, Throughout
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	4B.03.23, 4B.03.24
	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of	
W.4.6	keyboarding skills to type a minimum of one page in a single sitting. Build and Present Knowledge	4A.01.19.02

		Connections Academy	
	T	English/Language Arts	Language Arts 4
	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	To be addressed by teachers and/or LiveLesson session
	W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	4A.01.14, 4B.03.06, 4B.03.07, 4B.03.08, Throughout
	W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research:Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].")Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text")	4A.01.06, 4A.02.16, 4A.03.04, 4B.01.11, Throughout
Rai	nge of Wr	ting	
	W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening	4A.01.08, 4A.01.09, 4A.03.19, 4B.01.03, Throughout
Coı	mprehens	ion and Collaboration	
	SL.4.1		To be addressed by teachers and/or LiveLesson session
in	SL.4.2	visually, quantitatively, and orally.	4A.03.11, 4B.01.06

Common Core State Standards		Connections Academy
	English/Language Arts	Language Arts 4
CL 4.2		To be addressed by teachers
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	and/or LiveLesson session
resentation	of Knowledge and Ideas	
	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate	
	facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable	
SL.4.4	pace.	4B.03.03, 4B.03.04
	Add audio recordings and visual displays to presentations when appropriate to enhance the development	
SL.4.5	of main ideas or themes.	4A.02.13, 4A.02.14
	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where	
	informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to	4A.01.11, 4A.01.16, 4A.01.17,
SL.4.6	task and situation.	4B.03.03, Throughout
	Language	
onventions	of Standard English	
	speaking:	
	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	
	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	
	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	
	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a	
	red small bag).	4A.01.01, 4A.01.02, 4B.01.01,
L.4.1	Form and use prepositional phrases.	4B.01.02, Throughout
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	, , , , ,
	when writing:	
	Use correct capitalization.	
	Use commas and quotation marks to mark direct speech and quotations from a text.	
	Use a comma before a coordinating conjunction in a compound sentence.	4A.03.07, 4A.03.10, 4A.03.16,
L.4.2	Spell grade-appropriate words correctly, consulting references as needed.	4A.03.17, Throughout
	of Language	

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 4
	Use knowledge of language and its conventions when writing, speaking, reading, or listening:	
	Choose words and phrases to convey ideas precisely.	
	Choose punctuation for effect.	
	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where	4A.01.03, 4A.01.04, 4A.01.05,
L.4.3	informal discourse is appropriate (e.g., small-group discussion).	4A.01.06, Throughout
cabulary	Acquisition and Use	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies:	
	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or	
	phrase.	
	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	
	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the	4A.01.02, 4A.01.03, 4A.01.07,
L.4.4	pronunciation and determine or clarify the precise meaning of key words and phrases.	4A.01.12, Throughout
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	
	Recognize and explain the meaning of common idioms, adages, and proverbs.	
	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with	4A.02.03, 4A.02.04, 4A.02.09,
L.4.5	similar but not identical meanings (synonyms).	4A.03.13, Throughout
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,	, 5
	including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered)	
	and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing	4A.01.14, 4A.01.19, 4A.02.09,
L.4.6	animal preservation).	4A.02.16, Throughout

	Common Core State Standards		Connections Academy
		English/Language Arts	Language Arts 5
		Reading: Literature	
Key I	deas an	d Details	
RI	L.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	To be addressed by teachers and/or LiveLesson session
RI	L.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	5A.01.01, 5A.01.02, 5A.01.03, 5A.01.05, Throughout
RI	L.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5A.01.01, 5A.02.01, 5A.02.02, 5A.02.03, Throughout
Craft	and St	ructure	
RI	L.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	5A.01.02, 5A.03.05, 5A.03.22, 5A.03.23, Throughout
RI	L.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5A.01.02, 5B.01.11, 5B.01.16, 5B.01.17, Throughout
	L.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	5B.03.19, 5B.03.21
Integ	gration (of Knowledge and Ideas	
RI	L.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	5B.03.20, 5B.03.21
lacksquare		Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	5A.01.04, 5A.02.01, 5A.02.02, 5A.02.03, Throughout
Rang	e of Re	ading and Level of Text Complexity	
RI	L.5.10	end of the grades 4–5 text complexity band independently and proficiently.	5A.01.02, 5A.01.03, 5B.01.17, 5B.01.18, Throughout
		Reading: Informational Text	

	Connections Academy	
	English/Language Arts	Language Arts 5
Key Ideas a	and Details	
	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences	To be addressed by teachers
RI.5.1	from the text.	and/or LiveLesson session
	Determine two or many main ideas of a test and emploin best they are consented by less details, surrounced as	To be addressed by tooch one
DI E 3		To be addressed by teachers
RI.5.2	the text.	and/or LiveLesson session
	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a	To be addressed by teachers
RI.5.3	historical, scientific, or technical text based on specific information in the text.	and/or LiveLesson session
Craft and S		,
	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a	5A.01.07, 5A.01.08, 5A.01.12,
RI.5.4	grade 5 topic or subject area.	5A.01.13, Throughout
		5A.01.04, 5A.01.06,5A.01.07,
RI.5.5	of events, ideas, concepts, or information in two or more texts.	5A.01.08, Throughout
	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the	To be addressed by teachers
RI.5.6	point of view they represent.	and/or LiveLesson session
	of Knowledge and Ideas	and/or LiveLesson session
	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to	
RI.5.7	a question quickly or to solve a problem efficiently.	5A.03.24
	Explain how an author uses reasons and evidence to support particular points in a text, identifying which	To be addressed by teachers
RI.5.8	reasons and evidence support which point(s).	and/or LiveLesson session
	Integrate information from several texts on the same topic in order to write or speak about the subject	
RI.5.9	knowledgeably.	5A.03.24, 5B.01.02
Range of Ro	eading and Level of Text Complexity	

	Common Core State Standards		Connections Academy
		English/Language Arts	Language Arts 5
	RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	To be addressed by teachers and/or LiveLesson session
		Reading: Foundational Skills	
Ph	onics and	Word Recognition	
	RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words:Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5A.01.02, 5A.01.05, 5A.01.07, 5A.01.08, Throughout
Flu	ency		
	RF.5.4	Read with sufficient accuracy and fluency to support comprehension:Read grade-level text with purpose and understandingRead grade-level prose and poetry orally with accuracy, appropriate rate, and expressionUse context to confirm or self-correct word recognition and understanding, rereading as necessary.	To be addressed by teachers and/or LiveLesson session
		Writing	
Te	kt Types a	and Purposes	
		Write opinion pieces on topics or texts, supporting a point of view with reasons and information:Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purposeProvide logically ordered reasons that are supported by facts and detailsLink opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	5A.01.04, 5B.02.02, 5B.02.03,
	W.5.1	Provide a concluding statement or section related to the opinion presented.	5B.02.04, Throughout

	Common Core State Standards	
	English/Language Arts	Language Arts 5
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehensionDevelop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topicLink ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	
W.5.2		5A.02.19, 5A.03.23, 5A.03.24, 5B.01.09, Throughout
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.	5A.01.08, 5A.01.09, 5A.01.23, 5A.01.24, Throughout
	and Distribution of Writing	JA.01.24, Hiloughout
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task,	5A.01.03, 5A.01.04, 5B.01.02, 5B.01.03, Throughout
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. With some guidance and support from adults, use technology, including the Internet, to produce and	To be addressed by teachers and/or LiveLesson session
W.5.6		5A.03.24, 5B.01.02, 5B.01.03, 5B.01.04, Throughout

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 5
Research to	Build and Present Knowledge	
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	5A.03.24, 5B.01.04, 5B.01.05, 5B.01.14, Throughout
W.5.8	summarize or paraphrase information in notes and finished work, and provide a list of sources. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and	5A.02.07, 5A.02.08, 5A.02.09, 5A.02.24, Throughout
W.5.9	evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	5A.03.24
Range of W	/riting	
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening	5A.01.18, 5A.01.19, 5A.02.18, 5A.02.19, Throughout
Comprehen	nsion and Collaboration	
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	5A.01.03, 5A.01.16, 5A.01.17,5A.01.21, Throughout
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5B.01.01, 5B.01.02, 5B.01.03, 5B.01.05, Throughout

	Common Core State Standards		Connections Academy
		English/Language Arts	Language Arts 5
	SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5B.01.01, 5B.01.02, 5B.01.03, 5B.01.04, Throughout
Pre	sentatio	n of Knowledge and Ideas	
	SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	5B.01.01, 5B.01.02, 5B.01.03, 5B.01.05, Throughout
	SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5A.01.11, 5A.01.13, 5A.01.15, 5B.01.11, Throughout
	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	To be addressed by teachers and/or LiveLesson session
		Language	
Co	nvention	s of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or	
		speaking:Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentencesForm and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tensesUse verb tense to convey various times, sequences, states, and conditions.	
	L.5.1	Recognize and correct inappropriate shifts in verb tenseUse correlative conjunctions (e.g., either/or, neither/nor).	5A.03.22, 5A.03.23, 5A.03.24, 5B.01.04, Throughout

		Common Core State Standards	Connections Academy
		English/Language Arts	Language Arts 5
		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:Use punctuation to separate items in a series.	
		Use a comma to separate an introductory element from the rest of the sentenceUse a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	
	L.5.2	Use underlining, quotation marks, or italics to indicate titles of worksSpell grade-appropriate words correctly, consulting references as needed.	5A.01.03, 5A.01.04, 5A.01.05, 5A.01.06, Throughout
_		of Language	, 0
	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening:Expand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	To be addressed by teachers and/or LiveLesson session
-		Acquisition and Use	and, or Enveression session
	·	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phraseUse common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.,	
	L.5.4	photograph, photosynthesis)Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	5A.01.07, 5A.01.08, 5A.01.12, 5A.01.13, Throughout
	L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:Interpret figurative language, including similes and metaphors, in contextRecognize and explain the meaning of common idioms, adages, and proverbsUse the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	5A.01.13, 5A.01.14

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 5
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,	
	including those that signal contrast, addition, and other logical relationships (e.g., however, although,	To be addressed by teachers
L.5.6	nevertheless, similarly, moreover, in addition).	and/or LiveLesson session

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 6
	Reading: Literature	
Key Ideas an	d Details	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6A.01.04, 6A.01.05, 6A.01.07, 6A.02.02, Throughout
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6A.01.01, 6A.01.03, 6A.01.07, 6A.04.05, Throughout
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6A.02.01, 6A.02.05, 6B.01.02, 6B.01.07, Throughout
Craft and Str	ucture	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	6A.03.02, 6A.03.04, 6A.03.06, 6A.03.07, Throughout
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	6A.01.01, 6A.01.02, 6A.01.07, 6A.02.04, Throughout
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	6B.03.01, 6B.04.09
Integration o	of Knowledge and Ideas	
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	To be addressed by teachers and/or LiveLesson session 6A.01.08, 6A.02.08, 6A.05.07,
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	6B.03.10, 6B.04.09, Throughout
Range of Rea	ading and Level of Text Complexity	
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6A.04.01, 6A.05.01, 6B.01.01, 6B.01.05

English/Language Arts Reading: Informational Text Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from he text. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text e.g., through examples or anecdotes).	6A.02.02, Throughout 6A.01.01, 6A.01.03, 6A.01.07, 6B.01.08, Throughout 6A.01.07, 6A.02.01, 6A.02.08,
Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from he text. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text	6A.02.02, Throughout 6A.01.01, 6A.01.03, 6A.01.07, 6B.01.08, Throughout 6A.01.07, 6A.02.01, 6A.02.08,
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from he text. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text	6A.02.02, Throughout 6A.01.01, 6A.01.03, 6A.01.07, 6B.01.08, Throughout 6A.01.07, 6A.02.01, 6A.02.08,
he text. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text	6A.02.02, Throughout 6A.01.01, 6A.01.03, 6A.01.07, 6B.01.08, Throughout 6A.01.07, 6A.02.01, 6A.02.08,
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text	6B.01.08, Throughout 6A.01.07, 6A.02.01, 6A.02.08,
•	, , , , , , , , , , , , , , , , , , , ,
	6A.04.03, Throughout
ture	
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	6A.01.02, 6A.01.04, 6A.01.05, 6A.01.07, Throughout
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	6A.01.01, 6A.01.02, 6A.01.07, 6A.02.04, Throughout
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6A.01.05, 6A.01.07, 6A.02.02,
Knowledge and Ideas	
ntegrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	To be addressed by teachers and/or LiveLesson session
race and evaluate the argument and specific claims in a text, distinguishing claims that are supported by easons and evidence from claims that are not.	6A.03.01, 6A.03.02, 6A.03.03, 6A.03.04, Throughout
by and a biography on the same person).	6B.01.09, 6B.03.10, 6B.04.09
Arran	etermine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Inalyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Inalyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Inalyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Inalyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Inalyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the overall structure of a text and explain how it is conveyed in the text. Inalyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and explain how it is conveyed in the text. Inalyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and explain how it is conveyed in the text. Inalyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and explain how it is conveyed in the text. Inalyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and explain how it is conveyed in the text. Inalyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and explain how it is conveyed in the text. Inalyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and explain how it is conveyed in the text. Inalyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and explain how it is conveyed in the text. Inalyze h

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 6
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6B.03.01, 6B.03.02, 6B.03.05, 6B.03.10, Throughout
	Writing	
Text Types a	nd Purposes	
W.6.1	Write arguments to support claims with clear reasons and relevant evidence:Introduce claim(s) and organize the reasons and evidence clearlySupport claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or textUse words, phrases, and clauses to clarify the relationships among claim(s) and reasonsEstablish and maintain a formal styleProvide a concluding statement or section that follows from the argument presented.	6A.03.03, 6A.03.08
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehensionDevelop the topic with relevant facts, definitions, concrete details, quotations, or other information and examplesUse appropriate transitions to clarify the relationships among ideas and conceptsUse precise language and domain-specific vocabulary to inform about or explain the topic.	
W.6.2	Establish and maintain a formal styleProvide a concluding statement or section that follows from the information or explanation presented.	6B.04.03, 6B.04.10

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 6
	Write narratives to develop real or imagined experiences or events using effective technique, relevant	
	descriptive details, and well-structured event sequences:	
	Engage and orient the reader by establishing a context and introducing a narrator and/or characters;	
	organize an event sequence that unfolds naturally and logically.	
	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events,	
	and/or characters.	
	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one	
	time frame or setting to another.	
	Use precise words and phrases, relevant descriptive details, and sensory language to convey	
	experiences and events.	6A.02.03, 6A.02.09, 6B.01.04,
W.6.3	Provide a conclusion that follows from the narrated experiences or events.	6B.01.10, Throughout
oduction	and Distribution of Writing	
	Produce clear and coherent writing in which the development, organization, and style are appropriate to	
	task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3	6A.01.03, 6A.01.09, 6A.02.03,
W.6.4	above.)	6A.02.09, Throughout
	With some guidance and support from peers and adults, develop and strengthen writing as needed by	6A.01.09, 6A.02.09, 6A.03.08,
W.6.5	planning, revising, editing, rewriting, or trying a new approach.	6B.02.10, Throughout
	Use technology, including the Internet, to produce and publish writing as well as to interact and	1, 1,
	collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of	To be addressed by teachers
W.6.6	three pages in a single sitting.	and/or LiveLesson session
search to	Build and Present Knowledge	
	Conduct short research projects to answer a question, drawing on several sources and refocusing the	To be addressed by teachers
W.6.7	inquiry when appropriate.	and/or LiveLesson session
	Gather relevant information from multiple print and digital sources; assess the credibility of each source;	
	and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing	To be addressed by teachers
W.6.8	basic bibliographic information for sources.	and/or LiveLesson session

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 6
	Draw evidence from literary or informational texts to support analysis, reflection, and research:Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	
W.6.9	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	To be addressed by teachers and/or LiveLesson session
Range of W	riting	
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	To be addressed by teachers and/or LiveLesson session
Compreher	Speaking and Listening usion and Collaboration	
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	To be addressed by teachers and/or LiveLesson session
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	6A.01.01, 6A.01.02, 6A.01.05, 6B.05.04, Throughout
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. on of Knowledge and Ideas	To be addressed by teachers and/or LiveLesson session

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 6
	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details	
	to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear	
SL.6.4	pronunciation.	6B.05.04
	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in	To be addressed by teachers
SL.6.5	presentations to clarify information.	and/or LiveLesson session
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when	
SL.6.6	indicated or appropriate.	6B.05.04
	Language	
Conventions	of Standard English	
	Demonstrate command of the conventions of standard English grammar and usage when writing or	
	speaking:	
	Ensure that pronouns are in the proper case (subjective, objective, possessive).	
	Use intensive pronouns (e.g., myself, ourselves).	
	Recognize and correct inappropriate shifts in pronoun number and person.	
	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	
	Recognize variations from standard English in their own and others' writing and speaking, and identify	6A.01.02, 6A.01.03, 6A.01.04,
L.6.1	and use strategies to improve expression in conventional language.	6A.01.05, Throughout
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	
	when writing:	
	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	6B.01.07, 6B.02.02, 6B.02.06,
L.6.2	Spell correctly.	6B.02.07, Throughout
	of Language	OB.OZ.O7, THIOUGHOUT
Wicage	Use knowledge of language and its conventions when writing, speaking, reading, or listening:	
	Vary sentence patterns for meaning, reader/listener interest, and style.	6A.03.02, 6A.03.08, 6A.05.03,
L.6.3	Maintain consistency in style and tone.	6B.01.03, Throughout
	Acquisition and Use	22.02.00, 100, 100.00

	Common Core State Standards	Connections Academy
<u> </u>	English/Language Arts	Language Arts 6
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred	6A 01 02 6A 01 04 6A 01 07
L.6.4	meaning in context or in a dictionary).	6A.01.08, Throughout
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:Interpret figures of speech (e.g., personification) in contextUse the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
L.6.5	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	6A.01.04, 6A.01.05, 6A.03.02, 6A.03.04, Throughout
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or	6B.01.03, 6B.01.06, 6B.01.07,
L.6.6	expression.	6B.02.01, Throughout

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 7
	Reading: Literature	
Key Ideas and	d Details	
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	To be addressed by teachers and/or LiveLesson session
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	7A.01.02, 7A.01.05, 7A.01.06, 7A.01.07, Throughout
	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or	7A.03.10, 7A.04.05, 7A.04.07,
RL.7.3	plot).	7B.01.10, Throughout
	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on	
RL.7.4	a specific verse or stanza of a poem or section of a story or drama.	7A.01.07, Throughout To be addressed by teachers
RL.7.5 RL.7.6	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	and/or LiveLesson session 7A.03.10
Integration o	f Knowledge and Ideas	

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 7
	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version,	
	analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus	To be addressed by teachers
RL.7	7 and angles in a film).	and/or LiveLesson session
	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the	
RL.7	<u> </u>	7A.03.01
Range of	Reading and Level of Text Complexity	
	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the	7A.01.04, 7A.02.01, 7A.03.02,
RL.7.		7A.03.03, Throughout
JKL.7	Reading: Informational Text	7A.03.03, Hiroughout
Key Idea	s and Details	
ikey idea	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as	
RI.7.		7A.01.07, 7A.01.08
1,,	Determine two or more central ideas in a text and analyze their development over the course of the text;	77.1102.107, 77.1102.100
RI.7.		7A.01.02
	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence	
RI.7.	,	7A.02.02, 7A.05.01, 7B.01.02
Craft and	I Structure	
		74 04 02 74 04 04 74 04 07
	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative,	7A.01.02, 7A.01.04, 7A.01.07,
RI.7.	4 and technical meanings; analyze the impact of a specific word choice on meaning and tone.	7A.02.02, Throughout
	Analyze the structure an author uses to organize a text, including how the major sections contribute to	7A.01.01, 7A.01.04, 7A.02.01,
RI.7.		7A.02.02, Throughout

	Common Core State Standards English/Language Arts	Connections Academy Language Arts 7
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	7A.05.01, 7A.05.05, 7A.05.07, 7B.01.02, Throughout
Integration o	of Knowledge and Ideas	
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	To be addressed by teachers and/or LiveLesson session
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	To be addressed by teachers and/or LiveLesson session
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	7A.05.06, 7A.05.07, 7B.01.11
kange of Kea	ding and Level of Text Complexity	
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7A.01.02, 7A.02.01, 7A.05.01, 7A.05.04, Throughout
	Writing	
Text Types a	nd Purposes	
	Write arguments to support claims with clear reasons and relevant evidence:Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logicallySupport claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or textUse words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidenceEstablish and maintain a formal style.	
W.7.1	Provide a concluding statement or section that follows from and supports the argument presented.	7A.05.03, 7A.05.09, 7A.05.10

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 7
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using	
	strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting	
	(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehensionDevelop the topic with relevant facts, definitions, concrete details, quotations, or other information and	
	examples.	
	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
	Establish and maintain a formal style.	
	Provide a concluding statement or section that follows from and supports the information or	7A.01.03, 7A.03.11, 7A.03.12,
W.7.2	explanation presented. Write narratives to develop real or imagined experiences or events using effective technique, relevant	7B.01.13, Throughout
	descriptive details, and well-structured event sequences:	
	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action	
	and convey experiences and events.	7A.02.03, 7A.02.10, 7A.03.05,
W.7.3	Provide a conclusion that follows from and reflects on the narrated experiences or events.	7A.04.02, Throughout
Production	and Distribution of Writing	
	Produce clear and coherent writing in which the development, organization, and style are appropriate to	
	task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3	7A.01.03, 7B.01.03, 7B.01.06,
W.7.4	above.)	7B.01.13, Throughout

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 7
	With some guidance and support from peers and adults, develop and strengthen writing as needed by	
	planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and	7A.01.08, 7A.02.10, 7A.03.12,
W.7.5	audience have been addressed.	7A.04.08, Throughout
	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well	
W.7.6	as to interact and collaborate with others, including linking to and citing sources.	7A.02.10, 7A.03.12
esearch to I	Build and Present Knowledge	
	Conduct short research projects to answer a question, drawing on several sources and generating	
W.7.7	additional related, focused questions for further research and investigation.	7A.03.12, 7B.01.03, 7B.01.06
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess	
	the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others	
W.7.8	while avoiding plagiarism and following a standard format for citation.	7B.01.03, 7B.01.06
	Draw evidence from literary or informational texts to support analysis, reflection, and research:	
	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a	
	time, place, or character and a historical account of the same period as a means of understanding how	
	authors of fiction use or alter history").	
	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and	
	specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and	
W.7.9	sufficient to support the claims").	7A.03.12
ange of Wri	ting	
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time	7A.01.03, 7A.01.08, 7A.02.03
W.7.10	frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	7A.02.10, Throughout
	Speaking and Listening	
mprehens	ion and Collaboration	

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 7
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with	
	diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:	
	Come to discussions prepared, having read or researched material under study; explicitly draw on that	
	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
	Pose questions that elicit elaboration and respond to others' questions and comments with relevant	
	observations and ideas that bring the discussion back on topic as needed.	To be addressed by teachers
SL.7.	1Acknowledge new information expressed by others and, when warranted, modify their own views.	and/or LiveLesson session
	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually,	
SL.7.	quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	7A.05.09
	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the	To be addressed by teachers
SL.7.	relevance and sufficiency of the evidence.	and/or LiveLesson session
Presenta	tion of Knowledge and Ideas	
	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent	
	descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear	
SL.7.	4 pronunciation.	7A.02.10 , 7A.05.09, 7A.05.10
	Include multimedia components and visual displays in presentations to clarify claims and findings and	To be addressed by teachers
SL.7.	·	and/or LiveLesson session
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when	
SL.7.		7A.02.10, 7A.05.09, 7A.05.10
	Language	
Conventi	ons of Standard English	

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 7
	Demonstrate command of the conventions of standard English grammar and usage when writing or	
	speaking:	
	Explain the function of phrases and clauses in general and their function in specific sentences.	
	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling	7A.04.06, 7A.05.02, 7A.05.04,
L.7.1	modifiers.	7B.01.04, Throughout
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	
	when writing:	
	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He	7A.01.03, 7A.01.08,
	wore an old[,] green shirt).	7A.02.10, 7B.01.08, 7B.01.10,
L.7.2	Spell correctly.	Throughout
Knowledge	of Language	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening:	
	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness	7B.01.03, 7B.01.04, 7B.01.13,
L.7.3	and redundancy.	7B.03.03, Throughout
Vocabulary	Acquisition and Use	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies:	
	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g.,	
	belligerent, bellicose, rebel).	
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both	
	print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part	
	of speechVerify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred	7A.01.02, 7A.01.04, 7A.01.05,
L.7.4	meaning in context or in a dictionary).	7A.01.06, Throughout
L. / .4	finearing in context of in a dictional y).	I/A.01.00, Illioughout

	Common Core State Standards English/Language Arts	Connections Academy Language Arts 7
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in contextUse the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the wordsDistinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	7A.04.03, 7A.05.02, 7A.05.04, 7A.05.05, Throughout
2.7.13	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;	77 Hoores, Timoughout
	gather vocabulary knowledge when considering a word or phrase important to comprehension or	7A.01.02, 7A.01.03, 7A.01.04,
L.7.6	expression.	7A.02.01, Throughout

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 8
	Reading: Literature	
Key Ideas	and Details	
	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as	
RL.8.1	inferences drawn from the text.	8B.02.02
	Determine a theme or central idea of a text and analyze its development over the course of the text,	
RL.8.2	including its relationship to the characters, setting, and plot; provide an objective summary of the text.	8A.02.09, 8A.02.10, 8A.05.05,
		8A.02.01, 8A.02.02, 8A.02.05,
RL.8.3	of a character, or provoke a decision.	8A.03.10, Throughout
Craft and	Structure Control of the latest and	
	Determine the meaning of words and phrases as they are used in a text, including figurative and	
	connotative meanings; analyze the impact of specific word choices on meaning and tone, including	8A.01.02, 8A.01.05, 8A.01.06,
RL.8.4	analogies or allusions to other texts.	8A.01.09, Throughout
		04 04 04 04 03 00 04 04 04
DI 0 5	· · ·	8A.01.01, 8A.02.09, 8A.04.04,
RL.8.5	text contributes to its meaning and style.	8A.04.05, Throughout
DI 0.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created	00.04.40
RL.8.6		8B.04.10
integratio	on of Knowledge and Ideas	
	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from	To be addressed by teachers
RL.8.7	the text or script, evaluating the choices made by the director or actors.	and/or LiveLesson session
NL.O.7	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from	and/or LiveLesson session
		8A.03.01, 8A.03.02, 8A.03.03,
RL.8.9	rendered new.	8A.03.04, Throughout
	Reading and Level of Text Complexity	or negroup, Timoughout
Marige Of	Treating and Level of Text complexity	
	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high	8A.01.04, 8A.01.07, 8A.01.10,
RL.8.10	end of grades 6–8 text complexity band independently and proficiently.	8A.02.01, Throughout

	Common Core State Standards	Connections Academy
English/Language Arts		Language Arts 8
	Reading: Informational Text	
Key Ideas	and Details	
	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as	8A.02.02, 8B.01.01, 8B.01.04,
RI.8.1	inferences drawn from the text.	8B.01.08
	Determine a central idea of a text and analyze its development over the course of the text, including its	8B.01.01, 8B.01.03, 8B.01.07,
RI.8.2	relationship to supporting ideas; provide an objective summary of the text.	8B.05.02, 8B.05.4, Throughout
	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g.,	
RI.8.3	through comparisons, analogies, or categories).	8A.01.02 , 8B.03.07, 8B.05.02
Craft and	Structure	
	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative,	
	and technical meanings; analyze the impact of specific word choices on meaning and tone, including	8A.01.02, 8A.01.05, 8A.01.06,
RI.8.4	analogies or allusions to other texts.	8A.01.08, Throughout
	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in	
RI.8.5	developing and refining a key concept.	8B.01.05, 8B.05.02
	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and	8A.01.08, 8B.03.01, 8B.03.04,
RI.8.6	responds to conflicting evidence or viewpoints.	8B.03.05, Throughout
Integration	on of Knowledge and Ideas	
	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video,	To be addressed by teachers
RI.8.7	multimedia) to present a particular topic or idea.	and/or LiveLesson session
		00 02 04 00 02 02 00 02 04
	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is	8B.03.01, 8B.03.02, 8B.03.04,
RI.8.8	sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8B.03.05, Throughout
	Analyze a case in which two or more texts provide conflicting information on the same topic and identify	
RI.8.9	where the texts disagree on matters of fact or interpretation.	8B.01.08, 8B.03.07, 8B.05.07
Range of	Reading and Level of Text Complexity	

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 8
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	8B.01.01, 8B.01.04, 8B.01.05, 8B.03.05, Throughout
	Writing	
Text Typ	es and Purposes	
	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	
	Establish and maintain a formal style.	8B.01.02, 8B.01.06, 8B.02.03,
W.8.1	Provide a concluding statement or section that follows from and supports the argument presented.	8A.03.03, Throughout
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehensionDevelop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examplesUse appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	·
	Use precise language and domain-specific vocabulary to inform about or explain the topicEstablish and maintain a formal style.	
W.8.2	Provide a concluding statement or section that follows from and supports the information or explanation presented.	To be addressed by teachers and/or LiveLesson session

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 8
	Write narratives to develop real or imagined experiences or events using effective technique, relevant	
	descriptive details, and well-structured event sequences:	
	Engage and orient the reader by establishing a context and point of view and introducing a narrator	
	and/or characters; organize an event sequence that unfolds naturally and logically.	
	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences,	
	events, and/or characters.	
	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time	
	frame or setting to another, and show the relationships among experiences and events.	
	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action	
	and convey experiences and events.	8A.01.03, 8A.01.11, 8A.02.03,
W.8.3	Provide a conclusion that follows from and reflects on the narrated experiences or events.	8A.02.11, Throughout
Production	on and Distribution of Writing	
	Produce clear and coherent writing in which the development, organization, and style are appropriate to	
	task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3	8A.01.11, 8A.02.03, 8A.02.11,
W.8.4	, and the state of	8A.03.10, Throughout
	With some guidance and support from peers and adults, develop and strengthen writing as needed by	
	planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience	
W.8.5	have been addressed.	8B.02.09, Throughout
	Use technology, including the Internet, to produce and publish writing and present the relationships	To be addressed by teachers
W.8.6	between information and ideas efficiently as well as to interact and collaborate with others.	and/or LiveLesson session
Research	to Build and Present Knowledge	
	Conduct short research projects to answer a question (including a self-generated question), drawing on	
	several sources and generating additional related, focused questions that allow for multiple avenues of	
W.8.7		8B.01.02, 8B.01.06, 8B.02.03
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess	
	the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others	
W.8.8	while avoiding plagiarism and following a standard format for citation.	8B.01.06

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 8
	Draw evidence from literary or informational texts to support analysis, reflection, and research:	
	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on	
	themes, patterns of events, or character types from myths, traditional stories, or religious works such as	
	the Bible, including describing how the material is rendered new").	
	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and	
	specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and	
W.8.9	sufficient; recognize when irrelevant evidence is introduced").	8B.01.02
Range of	Writing	
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time	8A.01.03, 8A.01.11, 8A.02.03,
W.8.10	frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	8A.02.11, Throughout
	Speaking and Listening	
Compreh	nension and Collaboration	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with	
	diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own	
	clearly:	
	Come to discussions prepared, having read or researched material under study; explicitly draw on that	
	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under	
	discussion.	
	Follow rules for collegial discussions and decision-making, track progress toward specific goals and	
	deadlines, and define individual roles as needed.	
	Pose questions that connect the ideas of several speakers and respond to others' questions and	
	comments with relevant evidence, observations, and ideas.	
	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own	To be addressed by teachers
SL.8.1	views in light of the evidence presented.	and/or LiveLesson session
	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively,	To be addressed by teachers
SL.8.2	orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	and/or LiveLesson session
JL.U.Z	forally, and evaluate the motives (e.g., social, commercial, political) belinia its presentation.	and/or LiveLesson session

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 8
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	To be addressed by teachers and/or LiveLesson session
Presentat	ion of Knowledge and Ideas	
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	8B.02.03, 8B.03.09
JL.0.4	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and	8B.U2.U3, 8B.U3.U3
SL.8.5		8B.03.09
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
	Language	
Convention	ons of Standard English	
	speaking:Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	
	Form and use verbs in the active and passive voice.	8A.01.02, 8A.01.03, 8A.01.05,
L.8.1	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	8A.01.06, Throughout
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:Use punctuation (comma, ellipsis, dash) to indicate a pause or breakUse an ellipsis to indicate an omission.	8A.05.03, 8A.05.04, 8A.05.05,
L.8.2		8A.05.06, Throughout
Knowledg	ge of Language	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state	00 05 03 00 05 06
L.8.3	contrary to fact). ry Acquisition and Use	8B.05.03, 8B.05.06
vocabuiai	ry Acquisition and Ose	

	Common Core State Standards	Connections Academy
	English/Language Arts	Language Arts 8
	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phraseUse common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede)Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of	8A.01.02, 8A.01.05, 8A.01.06,
L.8.4		8A.01.08, Throughout
L.8.5		8A.04.01, 8A.04.03, 8A.04.08, 8B.02.06
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;	8A.01.02, 8A.01.06, 8A.01.08,
L.8.6	expression.	8A.01.09, Throughout

Common Core State Standards		Connections Academy
	English/Language Arts	
	Reading: Literature	
Key Ideas and D	Details Details	
		9A.01.02, 9A.01.07, 9A.01.08,
RL.9-10.1	inferences drawn from the text.	9A.03.09, Throughout
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	9A.03.02, 9A.03.03, 9A.03.05, 9A.03.08. Throughout
RL.9-10.3	course of a text, interact with other characters, and advance the plot or develop the theme.	9A.01.08, 9A.03.03, 9A.03.04, 9A.03.05, Throughout
Craft and Struc	ture	
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	9A.01.01, 9A.01.05, 9A.01.07, 9A.02.04
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g.,	9A.01.01, 9A.01.10, 9A.02.04, 9A.03.01, Throughout
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	9A.01.02, 9A.03.01, 9A.03.02, 9A.03.05, Throughout
Integration of k	(nowledge and Ideas	
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	9A.03.09, 9A.04.03, 9A.04.05, 9A.05.04, Throughout
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9A.01.01, 9A.03.09, 9A.04.05, 9A.05.08
Range of Readi	ng and Level of Text Complexity	

Common Core State Standards		Connections Academy
	English/Language Arts	English 9
	By the end of grades 9–10, read and comprehend literature, including stories, dramas, and poems, in	
DI 0 40 4	the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the	9A.01.01, 9A.01.03, 9A.01.04,
RL.9-10.2	0 range. Reading: Informational Text	9A.01.05, Throughout
Key Ideas an		
ikey ideas air		
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	9A.01.02, 9A.02.06, 9A.04.01,
RI.9-10.1	inferences drawn from the text.	9A.04.08, Throughout
	Determine a central idea of a text and analyze its development over the course of the text, including	9A.02.08, 9A.03.05, 9A.03.08,
RI.9-10.2		9A.04.01, Throughout
	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the	
	points are made, how they are introduced and developed, and the connections that are drawn	9A.02.08, 9A.03.02, 9A.03.03,
RI.9-10.3		9A.03.05, Throughout
Craft and Str	ucture	
	Determine the meaning of words and phrases as they are used in a text, including figurative,	
	connotative, and technical meanings; analyze the cumulative impact of specific word choices on	9A.01.01, 9A.01.05, 9A.01.09,
RI.9-10.4	meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	9A.02.04, Throughout
	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences,	9A.02.02, 9A.02.08, 9A.03.05,
RI.9-10.5	paragraphs, or larger portions of a text (e.g., a section or chapter).	9B.05.06
	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to	9A.01.02, 9A.02.02, 9A.02.08,
RI.9-10.6	advance that point of view or purpose.	9B.02.01
Integration of	f Knowledge and Ideas	
	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print	9A.02.04, 9A.02.06, 9A.03.05,
RI.9-10.7	and multimedia), determining which details are emphasized in each account.	9A.03.06, Throughout

Common Core State Standards		Connections Academy	
		English/Language Arts	English 9
		Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is	
	RI.9-10.8	valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	9B.03.03, 9B.05.05
		Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell	
		Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham	To be addressed by teachers
	RI.9-10.9	Jail"), including how they address related themes and concepts.	and/or LiveLesson session
Rar	ge of Readir	ng and Level of Text Complexity	
		By the end of grades 9–10, read and comprehend literary nonfiction in the grades 9–10 text complexity	9A.02.04, 9A.02.08, 9A.03.05,
	RI.9-10.10	band proficiently, with scaffolding as needed at the high end of the range.	9A.03.06, Throughout
		Writing	
Tex	t Types and	Purposes	
		write arguments to support claims in an analysis of substantive topics of texts, using valid reasoning	
		and relevant and sufficient evidence:	
		Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an	
		organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	
		Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the	
		strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	
		Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the	
		relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and	
		counterclaims.	
	W.9-10.1	Establish and maintain a formal style and objective tone while attending to the norms and	9A.02.10, 9B.02.12

	Common Core State Standards	Connections Academy
	English/Language Arts	English 9
	clearly and accurately through the effective selection, organization, and analysis of content:Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehensionDevelop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topicUse appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	
	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	9A.01.12, 9A.02.05, 9A.02.10,
W.9-10.2	Establish and maintain a formal style and objective tone while attending to the norms and Write narratives to develop real or imagined experiences or events using effective technique, well-	9A.04.10, Throughout
W.9-10.3	chosen details, and well-structured event sequences: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	9A.01.04, 9A.01.06, 9A.01.09, 9A.02.05, Throughout
	Distribution of Writing	J. Hozhod, Till odgilodt
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	9A.01.01, 9A.02.07, 9A.02.10, 9A.04.04, Throughout

English/Language Arts Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize generated question; integrate information into the text selectively integrate generated appropriate; synthesize generated generated generated generated generated guestion; integrate information into the text selectively integrated generated ge		Common Core State Standards	Connections Academy
W.9-10.5 approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize searchs effectively; assess the usefulness of each source in answering the research question, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Draw evidence from literary or informational texts to support analysis, reflection, and research: -Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare treats a theme or topic from Ovid or the Bible or how a later autho	•	English/Language Arts	English 9
w.9-10.6 information flexibly and dynamically. Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare!"). Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 9A.02.05, 9B.04.03, 9B.04.11	W.9-10.5		
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Draw evidence from literary or informational texts to support analysis, reflection, and research:Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., bow Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare!")Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Speaking and Listening		products, taking advantage of technology's capacity to link to other information and to display	, , , , , , , , , , , , , , , , , , , ,
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare!"). Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). Non-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Speaking and Listening			9B.04.07
generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Draw evidence from literary or informational texts to support analysis, reflection, and research:Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]")Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Speaking and Listening	Research to Bar	la did i reserve knowiedge	
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Draw evidence from literary or informational texts to support analysis, reflection, and research:Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare!")Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Speaking and Listening			9A.05.01, 9B.04.01, 9B.04.02,
searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Draw evidence from literary or informational texts to support analysis, reflection, and research:Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare!")Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Speaking and Listening	W.9-10.7	multiple sources on the subject, demonstrating understanding of the subject under investigation.	9B.04.06, Throughout
Draw evidence from literary or informational texts to support analysis, reflection, and research:Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]")Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is yelevant and sufficient; identify false statements and fallacious reasoning"). Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Speaking and Listening	W.9-10.8	searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a	
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Speaking and Listening Speaking and Listening		Draw evidence from literary or informational texts to support analysis, reflection, and research:Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]")Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is	9A.04.04, 9A.05.01, 9B.04.02,
W.9-10.10 frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Speaking and Listening 9A.02.05, 9B.04.03, 9B.04.11	Range of Writin	g	
	W.9-10.10	frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
	Comprehension		

English/Language Arts Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections and/or LiveLesson session lintegrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		Common Core State Standards	Connections Academy
teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are SL-9-10.4 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			English 9
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SL.9-10.6 indicated or appropriate. and/or LiveLesson session		Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when	To be addressed by teachers
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anguaga	[31.5-10.0	Language	and/or LiveLesson session

	Common Core State Standards		Connections Academy
		English/Language Arts	English 9
Conv	ventions of	Standard English	
		Demonstrate command of the conventions of standard English grammar and usage when writing or	
		speaking:	
		Use parallel structure.	
		Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and	
		clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add	9A.01.01, 9A.01.02, 9A.01.03,
l	L.9-10.1	variety and interest to writing or presentations.	9A.01.04, Throughout
		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	
		when writing:	
		Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent	
		clauses.	
		Use a colon to introduce a list or quotation.	9A.01.01, 9A.01.02, 9A.01.07,
เ	L.9-10.2	Spell correctly.	9A.01.08, Throughout
Knov	wledge of L	anguage	
		Apply knowledge of language to understand how language functions in different contexts, to make	
		effective choices for meaning or style, and to comprehend more fully when reading or listening:	
		Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook,	9A.02.04, 9A.04.07, 9A.05.04,
L	L.9-10.3	Turabian's Manual for Writers) appropriate for the discipline and writing type.	9A.05.07, Throughout
Voca	abulary Aco	uisition and Use	

		Common Core State Standards	Connections Academy
		English/Language Arts	English 9
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	
		grades 9–10 reading and content, choosing flexibly from a range of strategies:	
		Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in	
		a sentence) as a clue to the meaning of a word or phrase.	
		Identify and correctly use patterns of word changes that indicate different meanings or parts of speech	
		(e.g., analyze, analysis, analytical; advocate, advocacy).	
		Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both	
		print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part	
		of speech, or its etymology.	
		Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred	9A.01.05, 9A.01.07, 9A.02.04,
L.S	9-10.4	meaning in context or in a dictionary).	9A.02.08, Throughout
		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	
		Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	
L.S	9-10.5	Analyze nuances in the meaning of words with similar denotations.	9A.01.05, 9B.01.05, 9B.02.09
		Acquire and use accurately general academic and domain-specific words and phrases, sufficient for	
		reading, writing, speaking, and listening at the college and career readiness level; demonstrate	
		independence in gathering vocabulary knowledge when considering a word or phrase important to	
L.9	9-10.6	comprehension or expression.	9A.04.10, 9A.05.05

Common Core State Standards English/Language Arts		Connections Academy English 10
	Reading: Literature	Eligiisii 10
Key Ideas and I		
		10A.01.06, 10A.02.06,
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	10A.03.02, 10A.04.08,
RL.9-10.1		Throughout
	Determine a theme or central idea of a text and analyze in detail its development over the course of the	
	text, including how it emerges and is shaped and refined by specific details; provide an objective	10A.01.05, 10A.01.07,
RL.9-10.2	summary of the text.	Throughout
	·	10A.01.02, 10A.01.07,
	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the	10A.02.02, 10A.02.06,
RL.9-10.3	course of a text, interact with other characters, and advance the plot or develop the theme.	Throughout
Craft and Struc	ture	
	Determine the meaning of words and phrases as they are used in the text, including figurative and	10A.01.04, 10A.01.06,
	connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone	10A.01.07, 10A.02.01,
RL.9-10.4	(e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Throughout
	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel	10A.01.04, 10A.01.06,
	plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or	10A.01.07, 10A.02.01,
RL.9-10.5	surprise.	Throughout
		10A.02.03, 10A.03.01,
	Analyze a particular point of view or cultural experience reflected in a work of literature from outside	10A.03.02, 10A.03.07,
RL.9-10.6	the United States, drawing on a wide reading of world literature.	Throughout
Integration of I	Knowledge and Ideas	
	Analyze the representation of a subject or a key scene in two different artistic mediums, including what	
	is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's	10A.03.03, 10A.03.05,
RL.9-10.7	Landscape with the Fall of Icarus).	10A.05.01
	Analyze how an author draws on and transforms source material in a specific work (e.g., how	
		10A.03.07, 10A.04.02,
RL.9-10.9	Shakespeare).	10B.06.06
Range of Readi	ing and Level of Text Complexity	

	Common Core State Standards English/Language Arts	Connections Academy English 10
RL.9-10.10	By the end of grades 9–10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10A.01.01, 10A.01.04, 10A.01.08, 10A.02.02, Throughout
	Reading: Informational Text	
ey Ideas and I	Details Control of the control of th	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	10A.01.01, 10A.04.08, 10A.05.03, 10B.05.02
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the	10A.01.01, 10A.05.03
RI.9-10.3	points are made, how they are introduced and developed, and the connections that are drawn between them.	
raft and Struc	ture	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	10A.01.07, 10A.02.03, 10A.03.01, 10A.03.02, Throughout
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	10B.05.01, 10B.05.03
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	10A.03.01, 10B.05.05, 10B.05.07, 10B.06.01
itegration of I	Knowledge and Ideas	
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	To be addressed by teachers and/or LiveLesson session
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	10B.05.01

Common Core State Standards		Connections Academy English 10
	English/Language Arts	Eligiisii 10
	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell	
	Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham	10A.01.03, 10A.03.01,
RI.9-10.9	Jail"), including how they address related themes and concepts.	10B.05.02
Range of Read	ing and Level of Text Complexity	
		10A.01.01, 10A.01.08,
	By the end of grades 9–10, read and comprehend literary nonfiction in the grades 9–10 text complexity	10A.04.05, 10A.04.09,
RI.9-10.10	band proficiently, with scaffolding as needed at the high end of the range.	Throughout
	Writing	
Text Types and	l Purposes	
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidenceDevelop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concernsUse words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaimsEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writingProvide a concluding statement or section that follows from and supports the argument presented.	10B.05.01, 10B.05.02, 10B.05.03, 10B.05.04, Throughout

	Connections Academy	
	English/Language Arts	English 10
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehensionDevelop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topicUse appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	
	Use precise language and domain-specific vocabulary to manage the complexity of the topicEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writingProvide a concluding statement or section that follows from and supports the information or	10A.04.03, 10B.04.02, 10B.04.04, 10B.04.05,
W.9-10.2	explanation presented (e.g., articulating implications or the significance of the topic). Write narratives to develop real or imagined experiences or events using effective technique, well-	Throughout
	chosen details, and well-structured event sequences:	
	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	
W 0 10 3	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over	
W.9-10.3 Production and	the course of the narrative. Distribution of Writing	10A.05.04, 10A.05.05

	Common Core State Standards English/Language Arts	Connections Academy English 10
	Produce clear and coherent writing in which the development, organization, and style are appropriate	10A.02.05, 10A.03.04,
	to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards	10A.03.08, 10A.04.01,
W.9-10.4	1–3 above.)	Throughout
		10A.02.07, 10A.02.13,
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	10A.03.04, 10A.04.01,
W.9-10.5	approach, focusing on addressing what is most significant for a specific purpose and audience.	Throughout
	Use technology, including the Internet, to produce, publish, and update individual or shared writing	10A.03.08, 10A.04.06,
	products, taking advantage of technology's capacity to link to other information and to display	10A.05.06, 10B.03.01,
W.9-10.6	information flexibly and dynamically.	Throughout
esearch to Bu	rild and Present Knowledge	
	Conduct short as well as more sustained research projects to answer a question (including a self-	10B.01.02, 10B.01.03,
	generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize	10B.04.01, 10B.04.02,
W.9-10.7	multiple sources on the subject, demonstrating understanding of the subject under investigation.	Throughout
1110	Gather relevant information from multiple authoritative print and digital sources, using advanced	
		10B.01.02, 10B.01.03,
	information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a	10B.03.03, 10B.04.01,
W.9-10.8	standard format for citation.	Throughout
	Draw evidence from literary or informational texts to support analysis, reflection, and research:	
	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and	
	transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid	
	or the Bible or how a later author draws on a play by Shakespeare ("eats a theme of topic from Ovid	
		104 04 07 100 02 00
	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the	10A.04.07, 10B.03.09, 10B.04.02, 10B.04.03,
W.9-10.9	argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is	, , , , , , , , , , , , , , , , , , , ,
	relevant and sufficient; identify false statements and fallacious reasoning").	Throughout
ange of Writi		
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time	
W.9-10.10	frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10B.02.07

	Common Core State Standards English/Language Arts	Connections Academy English 10
	Speaking and Listening	
Comprehension	and Collaboration	
	teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas activaly incorporate others into the discussion and clarify, verify, or	
	broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or	To be added as a discount of the state of th
CL 0 10 1	challenge ideas and conclusions.	To be addressed by teachers
SL.9-10.1	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and,	and/or LiveLesson session
	Integrate multiple sources of information presented in diverse media or formats (e.g., visually,	To be addressed by teachers
SL.9-10.2	quantitatively, orally) evaluating the credibility and accuracy of each source.	and/or LiveLesson session
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	10A03.01, 10B.05.02, 10B.05.08, 10B.06.04, Throughout
Presentation of	Knowledge and Ideas	
CI C 40 4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are	10A.03.03, 10B.05.07, 10B.05.11, 10B.06.02,
SL.9-10.4	appropriate to purpose, audience, and task.	Throughout
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	10A.03.03, 10A.03.04, 10A.03.08, 10B.05.06, Throughout
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	10B.05.07

Common Core State Standards English/Language Arts	Connections Academy English 10
Language Language	Linguisti 10
Conventions of Standard English	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:	
Use parallel structureUse various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) are clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add	10A.01.03, 10A.01.04,
L.9-10.1 variety and interest to writing or presentations.Demonstrate command of the conventions of standard English capitalization, punctuation, and spellin	Throughout
when writing: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent	
clauses. Use a colon to introduce a list or quotation.	10A.02.01, 10A.02.06, 10A.02.10, 10A.04.01,
L.9-10.2Spell correctly.	Throughout
Knowledge of Language	- 15 - 11
Apply knowledge of language to understand how language functions in different contexts, to make	
effective choices for meaning or style, and to comprehend more fully when reading or listening:	10A.02.09, 10B.04.08,
Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, L.9-10.3 Turabian's Manual for Writers) appropriate for the discipline and writing type.	10B.04.09, 10B.05.03, Throughout
Vocabulary Acquisition and Use	

	Common Core State Standards	Connections Academy
	English/Language Arts	English 10
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	
	grades 9–10 reading and content, choosing flexibly from a range of strategies:	
	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in	
	a sentence) as a clue to the meaning of a word or phrase.	
	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech	
	(e.g., analyze, analysis, analytical; advocate, advocacy).	
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both	
	print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part	
	of speech, or its etymology.	10A.01.07, 10A.02.02,
	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred	10A.03.01, 10A.03.02,
L.9-10.4	meaning in context or in a dictionary).	Throughout
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	10A.01.06, 10A.02.02,
	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	10A.02.08, 10A.03.06,
L.9-10.5	Analyze nuances in the meaning of words with similar denotations.	Throughout
	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for	The signed state of
	reading, writing, speaking, and listening at the college and career readiness level; demonstrate	
	independence in gathering vocabulary knowledge when considering a word or phrase important to	To be addressed by teachers
L.9-10.6	comprehension or expression.	and/or LiveLesson session

Common Core State Standards		Connections Academy
	English/Language Arts	English 11
	Reading: Literature	
Key Ideas and D	Details Details	
		11A.02.02, 11A.03.02,
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	11A.03.06, 11A.04.02,
RL.11-12.1	inferences drawn from the text, including determining where the text leaves matters uncertain.	Throughout
	Determine two or more themes or central ideas of a text and analyze their development over the	11A.01.06, 11A.01.07,
	course of the text, including how they interact and build on one another to produce a complex	11A.01.09, 11A.02.02,
RL.11-12.2	account; provide an objective summary of the text.	Throughout
	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or	11A.01.06, 11A.01.07,
	drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and	11A.01.09, 11A.02.02,
RL.11-12.3	developed).	Throughout
Craft and Struct	ture	
	Determine the meaning of words and phrases as they are used in the text, including figurative and	
	connotative meanings; analyze the impact of specific word choices on meaning and tone, including	11A.01.06, 11A.01.07,
	words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include	11A.02.02, 11A.03.08,
RL.11-12.4	Shakespeare as well as other authors.)	Throughout
	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice	11A.01.06, 11A.01.07,
	of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its	11A.02.02, 11A.02.04,
RL.11-12.5	overall structure and meaning as well as its aesthetic impact.	Throughout
		11A.01.06, 11A.01.07,
	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text	11A.02.02, 11A.02.04,
RL.11-12.6	from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Throughout
Integration of K	nowledge and Ideas	
	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play	11A.01.04, 11A.02.04,
	or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least	11A.02.07, 11A.03.06,
RL.11-12.7	one play by Shakespeare and one play by an American dramatist.)	Throughout
	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works	11A.01.01, 11A.01.02,
	of American literature, including how two or more texts from the same period treat similar themes or	11A.01.04, 11A.01.05,
RL.11-12.9	topics.	Throughout
Range of Readi	ng and Level of Text Complexity	

	Common Core State Standards	Connections Academy
	English/Language Arts	English 11
	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the	11A.01.08, 11A.01.09,
	grades 11–12 text complexity band proficiently, with scaffolding as needed at the high end of the	11A.02.01, 11A.02.02,
RL.11-12.10	range.	Throughout
	Reading: Informational Text	
Key Ideas and D	Details Details	
		11A.01.02, 11A.01.05,
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	11A.03.03, 11B.03.01,
RI.11-12.1	inferences drawn from the text, including determining where the text leaves matters uncertain.	Throughout
	Determine two or more central ideas of a text and analyze their development over the course of the	11A.01.02, 11A.01.05,
	text, including how they interact and build on one another to provide a complex analysis; provide an	11A.01.08, 11A.03.03,
RI.11-12.2	objective summary of the text.	Throughout
		11A.01.02, 11A.01.05,
	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or	11A.01.08, 11A.02.07,
RI.11-12.3	events interact and develop over the course of the text.	Throughout
Craft and Struct	ture	
	Determine the meaning of words and phrases as they are used in a text, including figurative,	
	connotative, and technical meanings; analyze how an author uses and refines the meaning of a key	11A.01.05, 11A.01.08,
RI.11-12.4	term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	11A.02.07, 11B.04.08
		11A.01.02, 11A.01.05,
	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or	11A.01.08, 11A.02.07,
RI.11-12.5	argument, including whether the structure makes points clear, convincing, and engaging.	Throughout
		11A.01.03, 11A.01.05,
	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective,	11A.01.08, 11A.01.09,
RI.11-12.6	analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	Throughout
Integration of K	Cnowledge and Ideas	
	Integrate and evaluate multiple sources of information presented in different media or formats (e.g.,	
RI.11-12.7	visually, quantitatively) as well as in words in order to address a question or solve a problem.	11A.01.02, 11B.03.01

	Common Core State Standards	Connections Academy
	English/Language Arts	English 11
	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional	
	principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and	
	the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential	11A.01.02, 11A.01.08,
RI.11-12.8	addresses).	11B.03.02
	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical	
	and literary significance (including The Declaration of Independence, the Preamble to the Constitution,	11A.01.02, 11A.01.03,
	the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical	11A.01.08, 11B.03.06,
RI.11-12.9	features.	Throughout
Range of Readi	ng and Level of Text Complexity	
		11A.03.05, 11A.04.10,
	By the end of grade 12, read and comprehend literary nonfiction in the grades 11–12 text complexity	11A.05.01, 11B.03.01,
RI.11-12.10		Throughout
	Writing	
Text Types and	Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning	
	and relevant and sufficient evidence:	
	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the	
	claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	
	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for	
	each while pointing out the strengths and limitations of both in a manner that anticipates the	
	audience's knowledge level, concerns, values, and possible biases.	
	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create	
	cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence,	
	and between claim(s) and counterclaims.	
	Establish and maintain a formal style and objective tone while attending to the norms and	
	conventions of the discipline in which they are writing.	11B.01.08, 11B.01.13,
W.11-12.1	Provide a concluding statement or section that follows from and supports the argument presented.	11B.02.05

	Common Core State Standards	Connections Academy
	English/Language Arts	English 11
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehensionDevelop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topicUse appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and conceptsUse precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topicEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	11A.02.05, 11A.02.06,
 W/ 11_12 2	Provide a concluding statement or section that follows from and supports the information or	11A.02.10, 11B.02.04,
W.11-12.2	explanation presented (e.g., articulating implications or the significance of the topic).	Throughout

	Common Core State Standards	Connections Academy
	English/Language Arts	English 11
	Write narratives to develop real or imagined experiences or events using effective technique, well-	
	chosen details, and well-structured event sequences:	
	Engage and orient the reader by setting out a problem, situation, or observation and its significance,	
	establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a	
	smooth progression of experiences or events.	
	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to	
	develop experiences, events, and/or characters.	
	Use a variety of techniques to sequence events so that they build on one another to create a	
	coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	
	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the	
	experiences, events, setting, and/or characters.	
	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved	11A.03.05, 11A.04.12,
W.11-12.3	over the course of the narrative.	11B.04.10
Production and	Distribution of Writing	
	Produce clear and coherent writing in which the development, organization, and style are appropriate	11A.02.06, 11A.02.10,
	to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards	11B.01.08, 11B.01.13,
W.11-12.4	1–3 above.)	Throughout
		11A.01.09, 11A.01.10,
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	11A.02.05, 11A.02.06,
W.11-12.5	approach, focusing on addressing what is most significant for a specific purpose and audience.	Throughout
	Use technology, including the Internet, to produce, publish, and update individual or shared writing	To be addressed by teachers
W.11-12.6	products in response to ongoing feedback, including new arguments or information.	and/or LiveLesson session
	ild and Present Knowledge	and/or LiveLesson session
nescaren to bu	The difference in the second s	
	Conduct short as well as more sustained research projects to answer a question (including a self-	11A.01.10, 11A.04.06,
	generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize	11B.05.01, 11B.05.02,
W.11-12.7	multiple sources on the subject, demonstrating understanding of the subject under investigation.	Throughout

Common Core State Standards		Connections Academy	
		English/Language Arts	English 11
	W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	11B.05.03, 11B.05.04, 11B.05.05, 11B.05.06, Throughout
	W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research:Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics")Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	11A.01.07, 11B.02.06, 11B.05.01, 11B.05.04, Throughout
Ra	nge of Writin		
		Write routinely over extended time frames (time for research, reflection, and revision) and shorter	
	W.11-12.10	time frames (a single sitting or a day or two) for a range of tasks, purposes.	11A.01.10
		Speaking and Listening	
Co	mprehension	and Collaboration	

	Common Core State Standards	Connections Academy
	English/Language Arts	English 11
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and	
	teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas	
	and expressing their own clearly and persuasively:	
	Come to discussions prepared, having read and researched material under study; explicitly draw on	
	that preparation by referring to evidence from texts and other research on the topic or issue to	
	stimulate a thoughtful, well-reasoned exchange of ideas.	
	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and	
	deadlines, and establish individual roles as needed.	
	Propel conversations by posing and responding to questions that probe reasoning and evidence;	
	ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and	
	conclusions; and promote divergent and creative perspectives.	To be addressed by teachers
SL.11-12.1	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on	and/or LiveLesson session
	Integrate multiple sources of information presented in diverse formats and media (e.g., visually,	
	quantitatively, orally) in order to make informed decisions and solve problems, evaluating the	
SL.11-12.2	credibility and accuracy of each source and noting any discrepancies among the data.	11B.05.03, 11B.05.04
		11A.01.03, 11A.01.07,
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance,	11A.02.03, 11A.02.07,
SL.11-12.3	premises, links among ideas, word choice, points of emphasis, and tone used.	Throughout
Presentation of	Knowledge and Ideas	
	Present information, findings, and supporting evidence, conveying a clear and distinct perspective,	
	such that listeners can follow the line of reasoning, alternative or opposing perspectives are	11A.01.05, 11A.02.03,
	addressed, and the organization, development, substance, and style are appropriate to purpose,	11A.02.07, 11A.03.08,
SL.11-12.4	audience, and a range of formal and informal tasks.	Throughout
	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in	To be addressed by teachers
SL.11-12.5	presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	and/or LiveLesson session
	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when	To be addressed by teachers
SL.11-12.6	indicated or appropriate.	and/or LiveLesson session

	Common Core State Standards	Connections Academy
	English/Language Arts	English 11
	Language	
Conventions of	f Standard English	
	Demonstrate command of the conventions of standard English grammar and usage when writing or	
	speaking:	
	Apply the understanding that usage is a matter of convention, can change over time, and is	
	sometimes contested.	11A.05.01, 11B.02.02,
	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's	11B.02.03, 11B.02.04,
L.11-12.1	Dictionary of English Usage, Garner's Modern American Usage) as needed.	Throughout
	Demonstrate command of the conventions of standard English capitalization, punctuation, and	
	spelling when writing:	11A.02.01, 11A.02.03,
	Observe hyphenation conventions.	11A.02.05, 11A.02.06,
L.11-12.2	Spell correctly.	Throughout
Knowledge of I	Language	
	Apply knowledge of language to understand how language functions in different contexts, to make	
	effective choices for meaning or style, and to comprehend more fully when reading or listening:	11A.01.02, 11A.01.06,
	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed;	11A.01.07, 11A.01.08,
L.11-12.3	apply an understanding of syntax to the study of complex texts when reading. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	Throughout
	grades 11–12 reading and content, choosing flexibly from a range of strategies:	
	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function	
	in a sentence) as a clue to the meaning of a word or phrase.	
	Identify and correctly use patterns of word changes that indicate different meanings or parts of	
	speech (e.g., conceive, conception, conceivable).	
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both	
	print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its	
	part of speech, its etymology, or its standard usage.	11A.01.01, 11A.01.04,
OBJH2CCLA	3Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the	11A.01.06, 11A.01.07,
9	inferred meaning in context or in a dictionary).	Throughout

	Common Core State Standards	Connections Academy
	English/Language Arts	English 11
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	114 02 02 114 04 02
L.11-12.4	Analyze nuances in the meaning of words with similar denotations.	11A.02.03, 11A.04.03, 11B.01.09, 11B.03.08
	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to	11A.01.03, 11A.02.04, 11A.03.01, 11A.03.03,
L.11-12.5	comprehension or expression.	Throughout

	Connections Academy	
	English/Language Arts	English 12
	Reading: Literature	
Key Ideas and De	etails	
		12A.01.01, 12A.01.02,
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	12A.01.03, 12A.01.06,
RL.11-12.1	inferences drawn from the text, including determining where the text leaves matters uncertain.	Throughout
	Determine two or more themes or central ideas of a text and analyze their development over the	12A.01.01, 12A.01.08,
	course of the text, including how they interact and build on one another to produce a complex account;	12A.02.01, 12A.02.08,
RL.11-12.2	provide an objective summary of the text.	Throughout
	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or	12A.01.01, 12A.01.02,
	drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and	12A.01.04, 12A.01.08,
RL.11-12.3	developed).	Throughout
Craft and Structu	ure	
	Determine the meaning of words and phrases as they are used in the text, including figurative and	
	connotative meanings; analyze the impact of specific word choices on meaning and tone, including	12A.01.02, 12A.01.03,
	words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include	12A.01.04, 12A.01.06,
RL.11-12.4	Shakespeare as well as other authors.)	Throughout
	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of	12A.01.02, 12A.01.03,
	where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its	12A.01.04, 12A.01.06,
RL.11-12.5	overall structure and meaning as well as its aesthetic impact.	Throughout
		12A.01.06, 12A.02.04,
	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text	12A.03.03, 12A.03.05,
RL.11-12.6	from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Throughout
Integration of Kr	nowledge and Ideas	
	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play	12A.01.03, 12A.04.02,
	or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least	12B.01.01, 12B.02.01,
RL.11-12.7	one play by Shakespeare and one play by an American dramatist.)	Throughout
	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of	12A.01.03, 12A.02.02,
	American literature, including how two or more texts from the same period treat similar themes or	12B.01.01, 12B.02.02,
RL.11-12.9	topics.	Throughout
Range of Readin	g and Level of Text Complexity	

	Common Core State Standards	Connections Academy
	English/Language Arts	English 12
		12A.01.01, 12A.01.02,
	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the	12A.01.03, 12A.01.06,
RL.11-12.10	grades 11–12 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Throughout
	Reading: Informational Text	
Key Ideas and De	etails etails	
		12A.01.01, 12A.01.08,
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	12A.02.01, 12A.04.01,
RI.11-12.1	inferences drawn from the text, including determining where the text leaves matters uncertain.	Throughout
	Determine two or more central ideas of a text and analyze their development over the course of the	12A.01.01, 12A.01.08,
	text, including how they interact and build on one another to provide a complex analysis; provide an	12A.02.01, 12A.04.01,
RI.11-12.2	objective summary of the text.	Throughout
		12A.01.01, 12A.01.08,
	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or	12A.04.01, 12A.04.10,
RI.11-12.3	events interact and develop over the course of the text.	Throughout
Craft and Structi	ure	
	Determine the meaning of words and phrases as they are used in a text, including figurative,	12A.01.02, 12A.01.04,
	connotative, and technical meanings; analyze how an author uses and refines the meaning of a key	12A.01.06, 12A.01.07,
RI.11-12.4	term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Throughout
	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or	
RI.11-12.5	argument, including whether the structure makes points clear, convincing, and engaging.	12A.05.02
	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective,	
RI.11-12.6	analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	12B.02.01
Integration of Kr	nowledge and Ideas	
	Integrate and evaluate multiple sources of information presented in different media or formats (e.g.,	
RI.11-12.7	visually, quantitatively) as well as in words in order to address a question or solve a problem.	12B.02.03

	Common Core State Standards	Connections Academy
	English/Language Arts	English 12
	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional	
	principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and	
RI.11-12.8	the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	12A.05.01, 12B.04.01, 12B.05.01
	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical	
	and literary significance (including The Declaration of Independence, the Preamble to the Constitution,	12A.01.01, 12A.01.08,
	the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical	12A.05.01, 12B.02.02,
RI.11-12.9	features.	Throughout
Range of Readin	ng and Level of Text Complexity	
		12A.01.01, 12A.02.01,
	By the end of grade 12, read and comprehend literary nonfiction in the grades 11–12 text complexity	12A.02.10, 12A.04.01,
RI.11-12.10	band proficiently, with scaffolding as needed at the high end of the range.	Throughout
	Writing	
Text Types and	Purposes	
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning	
	and relevant and sufficient evidence:	
	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the	
	claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	
	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for	
	each while pointing out the strengths and limitations of both in a manner that anticipates the	
	audience's knowledge level, concerns, values, and possible biases.	
	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create	
	cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence,	
	and between claim(s) and counterclaims.	
	Establish and maintain a formal style and objective tone while attending to the norms and	
	conventions of the discipline in which they are writing.	
W.11-12.1	Provide a concluding statement or section that follows from and supports the argument presented.	12A.03.06, 12A.03.11

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content: Introduce a topic; organize complex ideas, concepts, and information so that each new element but on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g.	ds
clearly and accurately through the effective selection, organization, and analysis of content:Introduce a topic; organize complex ideas, concepts, and information so that each new element but	ds
figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and conceptsUse precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	12A.04.05, 12A.04.12, 12B.03.01, 12B.03.04,
W.11-12.2 Establish and maintain a formal style and objective tone while attending to the norms and Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences: Engage and orient the reader by setting out a problem, situation, or observation and its significance establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
 Use a variety of techniques to sequence events so that they build on one another to create a coher whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, o resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved own. W.11-12.3 the course of the narrative. 	12A.01.02, 12A.01.03,

	Common Core State Standards	Connections Academy
	English/Language Arts	English 12
	Produce clear and coherent writing in which the development, organization, and style are appropriate	12A.01.10, 12A.02.06,
	to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards	12A.02.07, 12A.02.09,
W.11-12.4	1–3 above.)	Throughout
		12A.01.02, 12A.01.03,
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	12A.01.04, 12A.01.07,
W.11-12.5	approach, focusing on addressing what is most significant for a specific purpose and audience.	Throughout
	Use technology, including the Internet, to produce, publish, and update individual or shared writing	
W.11-12.6	products in response to ongoing feedback, including new arguments or information.	12B.03.02
Research to Buil	d and Present Knowledge	
	Conduct short as well as more sustained research projects to answer a question (including a self-	
	generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize	12B.03.01, 12B.03.04,
W.11-12.7	multiple sources on the subject, demonstrating understanding of the subject under investigation.	12B.03.05
	Gather relevant information from multiple authoritative print and digital sources, using advanced	
	searches effectively; assess the strengths and limitations of each source in terms of the task, purpose,	
	and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding	12B.03.01, 12B.03.02,
W.11-12.8	plagiarism and overreliance on any one source and following a standard format for citation.	12B.03.04, 12B.03.05
	Draw evidence from literary or informational texts to support analysis, reflection, and research:	
	Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-,	
	nineteenth- and early-twentieth-century foundational works of American literature, including how two	
	or more texts from the same period treat similar themes or topics").	
	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the	
	reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal	
	reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes,	
W.11-12.9	and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	12A.01.01, 12B.03.02
Range of Writing	<u> </u>	

		Connections Academy	
		English/Language Arts	English 12
			12A.01.01, 12A.01.05,
		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time	12A.02.09, 12A.03.09,
	W.11-12.10	frames (a single sitting or a day or two) for a range of tasks, purposes.	Throughout
		Speaking and Listening	
Cor	nprehension a	and Collaboration	
		Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and	
		teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively:	
		Come to discussions prepared, having read and researched material under study; explicitly draw on	
		that preparation by referring to evidence from texts and other research on the topic or issue to	
		stimulate a thoughtful, well-reasoned exchange of ideas.	
		Work with peers to promote civil, democratic discussions and decision-making, set clear goals and	
		deadlines, and establish individual roles as needed.	
		Propel conversations by posing and responding to questions that probe reasoning and evidence;	
		ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and	
		conclusions; and promote divergent and creative perspectives.	
		Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all	
		sides of an issue; resolve contradictions when possible; and determine what additional information or	To be addressed by teachers
	SL.11-12.1	research is required to deepen the investigation or complete the task.	and/or LiveLesson session
		Integrate multiple sources of information presented in diverse formats and media (e.g., visually,	
		quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility	•
	SL.11-12.2	and accuracy of each source and noting any discrepancies among the data.	and/or LiveLesson session
		Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance,	To be addressed by teachers
		premises, links among ideas, word choice, points of emphasis, and tone used.	and/or LiveLesson session
Pre	sentation of k	Knowledge and Ideas	

	Common Core State Standards	Connections Academy
	English/Language Arts	English 12
	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such	
	that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and	
	the organization, development, substance, and style are appropriate to purpose, audience, and a range	To be addressed by teachers
SL.11-12.4	of formal and informal tasks.	and/or LiveLesson session
	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in	To be addressed by teachers
SL.11-12.5	presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	and/or LiveLesson session
	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when	
SL.11-12.6	indicated or appropriate.	12A.01.01
	Language	
Conventions 6	of Standard English	
	Demonstrate command of the conventions of standard English grammar and usage when writing or	
	speaking:	
	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes	
	contested.	12A.01.01, 12A.01.02,
	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's	12A.01.03, 12A.01.04,
L.11-12.1	Dictionary of English Usage, Garner's Modern American Usage) as needed.	Throughout
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	
	when writing:	12A.01.05, 12A.02.01,
	Observe hyphenation conventions.	12A.02.03, 12A.02.08,
L.11-12.2	Spell correctly.	Throughout
Knowledge of	Language	
	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening:	
	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed;	12A.02.09, 12A.04.06,
L.11-12.3	apply an understanding of syntax to the study of complex texts when reading.	12B.03.05, 12B.04.04

Common Core State Standards		Connections Academy	
	English/Language Arts	English 12	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on		
	grades 11–12 reading and content, choosing flexibly from a range of strategies:		
	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function		
	in a sentence) as a clue to the meaning of a word or phrase.		
	Identify and correctly use patterns of word changes that indicate different meanings or parts of		
	speech (e.g., conceive, conception, conceivable).		
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both		
	print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part		
	of speech, its etymology, or its standard usage.	12A.01.02, 12A.01.04,	
OBJH2CCLA3	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the	12A.01.06, 12A.01.07,	
9	inferred meaning in context or in a dictionary).	Throughout	
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:	12A.01.03, 12A.04.06,	
	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	12B.01.05, 12B.01.09,	
L.11-12.4	Analyze nuances in the meaning of words with similar denotations.	Throughout	
	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for		
	reading, writing, speaking, and listening at the college and career readiness level; demonstrate		
	independence in gathering vocabulary knowledge when considering a word or phrase important to	12A.01.01, 12B.01.07,	
L.11-12.5	comprehension or expression.	12B.06.02	

	Common Core State Standards	
	Connections Academy	
	Mathematics	Grade K Math
	Counting and Cardinality	
Know num	ber names and the count sequence	
		MKB.06.07, MKB.06.08,
K.CC.1	Count to 100 by ones and by tens.	MKB.06.09
		MKA.04.07, MKA.05.01,
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	MKA.05.02
	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0	
K.CC.3	representing a count of no objects).	MKB.03.04
Count to te	the number of objects	
	Understand the relationship between numbers and quantities; connect counting to cardinality:	
	When counting objects, say the number names in the standard order, pairing each object with one and	
	only one number name and each number name with one and only one object.	
	Understand that the last number name said tells the number of objects counted. The number of objects is	1
	the same regardless of their arrangement or the order in which they were counted.	MKA.03.04, MKA.03.11,
K.CC.4	Understand that each successive number name refers to a quantity that is one larger.	Throughout
	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array,	
		MKA.03.04, MKA.03.11,
K.CC.5	many objects.	Throughout
Compare n	<u>umbers</u>	
		MKA.03.05, MKA.03.06,
	Identify whether the number of objects in one group is greater than, less than, or equal to the number of	MKA.03.07, MKA.03.08,
K.CC.6	objects in another group, e.g., by using matching and counting strategies.	Throughout
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	MKA.03.11, MKA.03.12
	Operations & Algebraic Thinking	
Understan	d addition as putting together and adding to, and understand subtraction as taking apart and taking from	
W 2	Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps),	
K.OA.1	acting out situations, verbal explanations, expressions, or equations.	MKA.03.03
		MKB.02.02, MKB.02.04,
W 0 4 5	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or	MKB.02.06, MKB.02.07,
K.OA.2	drawings to represent the problem.	Throughout
	Decembers numbers less than or equal to 10 into pairs in more than one way a go housing a bigger	MAKE OF 10 MAKE OF 11
K 0 A 3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or	MKB.06.10, MKB.06.11,
K.OA.3	drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	MKB.06.12

K.O.A.4 using objects or drawings, and record the answer with a drawing or equation. K.O.A.5 Fluently add and subtract within 5. **Number & Operations in Base Ten** Work with numbers 11-19 to gain foundations for place value Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. Measurement & Data		Common Core State Standards Mathematics	Connections Academy Grade K Math
K.OA.5 Fluently add and subtract within 5. To be addressed by tead and/or LiveLesson session			To be addressed by teachers
K.OA.5 Fluently add and subtract within 5.	K.OA.4	using objects or drawings, and record the answer with a drawing or equation.	and/or LiveLesson session
K.OA.5 Fluently add and subtract within 5.			To be addressed by teachers
Number & Operations in Base Ten	K O A 5	Fluently add and subtract within 5	· ·
Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. Neasurement & Data	IK.OA.3		and/or LiveLesson session
Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. Name	Work with n	•	
objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, and/or LiveLesson sessive seven, eight, or nine ones. Measurement & Data Describe and compare measurable attributes		<u> </u>	
In the second se		1 '	
K.NBT.1 seven, eight, or nine ones. and/or LiveLesson session			To be addressed by teachers
Describe and compare measurable attributes Describe and compare measurable attributes MKA.01.03, MKA.01.04, MKA.06.01, MKA.06.02, Throughout MKA.06.01, MKA.06.02, Throughout MKA.01.03, MKA.01.04, MKA.01.03, MKA.01.03, MKA.01.03, MKA.01.04, MKA.01.03, MKA.01.04, MKA.01.03, MKA.01.04, MKA.01.03, MKA.01.04, MKA.01.01, MKA.01.03, MKA.01.04, MKA.01.04, MKA.01.01, MKA.01.03, MKA.01.04, MKA.		· ·	and/or LiveLesson session
Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes	•	· ·	,
Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes K.MD.1 of a single object. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. Classify objects and count the number of objects in each category Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.11, MKA.01.12, Throughout Classify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. MKA.02.01, MKA.02.02, MKA.02.03, MKA.02.03, MKA.02.03, MKA.02.03, MKA.02.04, MKA.02.03, MKA.02.04, MKA.02.03, MKA.02.04, MKA.02.03, MKA.02.04, MKA.02.04, MKA.02.03, MKA.02.04,	Describe and	l compare measurable attributes	
K.MD.1 of a single object. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. Classify objects and count the number of objects in each category Classify objects into given categories; count the numbers of objects in each category and sort the categories with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the elights of two MKA.01.04, MKA.01.12, Throughout Classify objects and count the number of objects in each category Classify objects into given categories; count the numbers of objects in each category and sort the categories with a measurable attribute in common, to see which objects wift on objects in each category and sort the heights of two MKA.01.11, MKA.01.12, Throughout MKA.01.11, MKA.01.12, MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories with a measurable attribute in common, to see which objects wift he each category and sort the elaghts of wika.01.12, MKA.01.13, MKA.01.14, Throughout MKA.01.13, MKA.01.14, Throughout MKA.01.05, MKA.01.05, MKA.01.06, MKA.01.05, MKA.01.07, MKA.01.08, Throughout MKA.01.07, MKA.01.08, Throughout MKA.02.01, MKA.02.01, MKA.02.02, MKA.02.03, MKA.02.03, MKA.02.04,			MKA.01.03, MKA.01.04,
Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two K.MD.2 children and describe one child as taller/shorter. Classify objects and count the number of objects in each category Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Geometry Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) K.G.1 objects using terms such as above, below, beside, in front of, behind, and next to. MKA.01.03, MKA.01.01, MKA.01.03, MKA.01.03, MKA.02.04, MKA.02.03, MKA.02.04, MKA.02.03, MKA.02.04, MKA.02.03, MKA.02.04,		Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes	MKA.06.01, MKA.06.02,
of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. Classify objects and count the number of objects in each category Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.11, MKA.01.12, Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.11, MKA.01.12, MKA.01.12, MKA.01.12, MKA.01.12, MKA.01.12, MKA.01.12, MKA.01.12, MKA.01.12, MKA.01.01, MKA.01.12, M	K.MD.1		Throughout
K.MD.2 children and describe one child as taller/shorter. Classify objects and count the number of objects in each category Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.11, MKA.01.12, Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.01, M		Directly compare two objects with a measurable attribute in common, to see which object has "more	MKA.01.01, MKA.01.03,
Classify objects and count the number of objects in each category Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.11, MKA.01.12, MKA.01.13, MKA.01.14, Throughout		of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two	MKA.01.04, MKA.01.12,
Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.11, MKA.01.12, MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout MKA.01.13, MKA.01.14, Throughout MKA.01.05, MKA.01.06, MKA.01.05, MKA.01.06, Objects using terms such as above, below, beside, in front of, behind, and next to. MKA.01.17, MKA.01.18, MKA.01.19, MKA.02.01, MKA.02.01, MKA.02.02, MKA.02.03, MKA.02.03, MKA.02.04, MKA.02.03, MKA.02.04,			Throughout
Classify objects into given categories; count the numbers of objects in each category and sort the categories MKA.01.13, MKA.01.14, Throughout MKA.01.13, MKA.01.14, Throughout	Classify obje	, ,	
K.MD.3 by count. Geometry Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.G.1 objects using terms such as above, below, beside, in front of, behind, and next to. MKA.02.01, MKA.02.02, MKA.02.04, MKA.02.03, MKA.02.04,			-
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.G.1 objects using terms such as above, below, beside, in front of, behind, and next to. MKA.02.01, MKA.02.02, MKA.02.03, MKA.02.04,			
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. MKA.01.05, MKA.01.06, MKA.01.07, MKA.01.08, Throughout MKA.02.01, MKA.02.01, MKA.02.02, MKA.02.03, MKA.02.04,	K.MD.3		Throughout
MKA.01.05, MKA.01.06, Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. MKA.01.05, MKA.01.06, MKA.01.07, MKA.01.08, Throughout MKA.02.01, MKA.02.02, MKA.02.03, MKA.02.04,			
K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. MKA.01.07, MKA.01.08, Throughout MKA.02.01, MKA.02.02, MKA.02.03, MKA.02.04,	Identity and		NAVA OA OE NAVA OA OC
K.G.1 objects using terms such as above, below, beside, in front of, behind, and next to. MKA.02.01, MKA.02.02, MKA.02.03, MKA.02.04,			
MKA.02.01, MKA.02.02, MKA.02.03, MKA.02.04,	V C 1		
MKA.02.03, MKA.02.04,	K.G.1		
IV.G.2. Correctly name change regardless of their orientations or overall size	K.G.2	Correctly name shapes regardless of their orientations or overall size.	Throughout

	Common Core State Standards Mathematics		Connections Academy Grade K Math
			MKA.01.07, MKA.01.08,
			MKA.01.09, MKA.01.15,
	K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Throughout
Ana	lyze, con	pare, create, and compose shapes	
		Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal	MKA.01.07, MKA.01.08,
		language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and	MKA.01.09, MKA.01.15,
	K.G.4	other attributes (e.g., having sides of equal length).	Throughout
			MKA.01.07, MKA.01.08,
		Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing	MKA.01.09, MKA.01.15,
	K.G.5	shapes.	Throughout
			To be addressed by teachers
	K.G.6	Compose simple shapes to form larger shapes.	and/or LiveLesson session

	Common Core State Standards Mathematics	Connections Academy Grade 1 Math
	Operations and Algebraic Thinking	
Represent a	nd solve problems involving addition and subtraction	
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	M1B.06.04, M1B.06.08, M1B.07.02, M1B.07.04, Throughout
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	M1B.06.07
Understand	and apply properties of operations and the relationship between addition and subtraction	
1.OA.3	Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	M1A.04.05, M1A.04.06, Throughout
1.OA.4	Understand subtraction as an unknown-addend problem. For example, subtract $10-8$ by finding the number that makes 10 when added to 8 .	M1A.04.01, M1A.04.02, M1A.04.03, M1A.04.04, Throughout
Add and sub	ptract within 20	
1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	M1A.04.04, M1A.04.05, M1A.04.06, M1A.04.07, Throughout
1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	M1A.06.01, M1A.06.05, M1A.06.06, M1A.07.04, Throughout
Work with a	ddition and subtraction equations	
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	M1A.04.01, M1A.04.02, M1A.04.03, M1A.04.04, Throughout
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \ 3$, $6 + 6 = _$.	M1A.04.01, M1A.04.02, M1A.04.03, M1A.04.04, Throughout

	Common Core State Standards Mathematics	Connections Academy Grade 1 Math
	Number & Operations in Base Ten	
xtend the co	ounting sequence	
1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	To be addressed by teachers and/or LiveLesson session
Inderstand _I		
	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a "ten." The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine	
1.NBT.2	ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	M1B.01.01, M1B.01.02, M1B.01.03. M1B.01.04, Throughout
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	M1A.10.03
ise place val	ue understanding and properties of operations to add and subtract	
	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds	
1.NBT.4	tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	M1B.10.02, M1B.10.03
1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	M1B.02.01, M1B.10.01
	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written	
1.NBT.6	method and explain the reasoning used.	M1B.10.04
	Measurement and Data	
leasure leng	gths indirectly and by iterating length units	
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	M1A.02.02

	Common Core State Standards Mathematics	Connections Academy Grade 1 Math
1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	M1B.04.02, M1B.04.03, M1B.04.04, M1B.04.05, Throughout
Tell and wri	te time	
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	M1B.05.01, M1B.05.02, M1B.05.05
Represent a	ind interpret data	
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	M1B.08.02, M1B.08.03, M1B.08.05, M1B.08.06, Throughout
	Geometry	
Reason witl	n shapes and their attributes	
1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	M1A.08.02, M1A.08.06, M1A.08.09, M1A.08.10, Throughout
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	M1A.08.03, M1A.08.04, M1A.08.08,

	Common Core State Standards	Connections Academy
	Mathematics	Grade 2 Math
	Operations and Algebraic Thinking	
Represent a	nd solve problems involving addition and subtraction	
	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of	M2A.01.03, M2A.01.04,
	adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g.,	M2A.01.05, M2A.04.07,
2.OA.1	by using drawings and equations with a symbol for the unknown number to represent the problem.	Throughout
	tract within 20	The dag notice
Т		M2A.01.06, M2A.02.01,
	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all	M2A.02.02, M2A.02.03,
2.OA.2	sums of two one-digit numbers.	Throughout
ork with e	qual groups of objects to gain foundations for multiplication	
	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing	
	objects or counting them by 2s; write an equation to express an even number as a sum of two equal	
2.OA.3	addends.	M2A.04.06
	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to	
2.OA.4	5 columns; write an equation to express the total as a sum of equal addends.	M2A.02.02
	Number & Operations in Base Ten	
nderstand	place value	
	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones;	
	e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	
	100 can be thought of as a bundle of ten tens — called a "hundred."	M2B.07.04, M2B.07.05,
	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven,	M2B.07.06, M2B.07.07,
2.NBT.1	eight, or nine hundreds (and 0 tens and 0 ones).	Throughout
		To be addressed by teachers
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	and/or LiveLesson session
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	M2B.07.02
		M2B.07.01, M2B.07.05,
	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =,	M2B.07.06, M2B.08.01,
2.NBT.4	and < symbols to record the results of comparisons.	Throughout
se place va	lue understanding and properties of operations to add and subtract	

	Common Core State Standards	Connections Academy
	Mathematics	Grade 2 Math
		M2A.06.01, M2A.06.02,
	Fluently add and subtract within 100 using strategies based on place value, properties of operations,	M2A.06.03, M2A.06.04,
2.NBT.5	and/or the relationship between addition and subtraction.	Throughout
		M2A.08.04, M2A.08.05,
		M2A.08.06, M2A.08.07,
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	Throughout
	Add and subtract within 1000, using concrete models or drawings and strategies based on place value,	
	properties of operations, and/or the relationship between addition and subtraction; relate the strategy to	
	a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts	M2B.07.03, M2B.08.01,
	hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or	M2B.08.02, M2B.08.03,
2.NBT.7	decompose tens or hundreds.	Throughout
	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number	
2.NBT.8	100–900.	M2B.07.03
		M2A.03.04, M2A.03.05,
		M2A.07.02, M2A.08.04,
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	Throughout
	Measurement and Data	
Measure and	l estimate lengths in standard units	
	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter	
2.MD.1	sticks, and measuring tapes.	M2B.04.08
	Measure the length of an object twice, using length units of different lengths for the two measurements;	
2.MD.2	describe how the two measurements relate to the size of the unit chosen.	M2B.03.06
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	M2B.03.03, M2B.03.04,
	Measure to determine how much longer one object is than another, expressing the length difference in	To be addressed by teachers
2.MD.4	terms of a standard length unit.	and/or LiveLesson session
Relate additi	on and subtraction to length	
	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the	
	same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the	
2.MD.5	unknown number to represent the problem.	M2B.03.05, M2B.03.07
	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points	
	corresponding to the numbers 0, 1, 2,, and represent whole-number sums and differences within 100 on	
2.MD.6	a number line diagram.	M2B.03.05
Work with ti	me and money	

	Common Core State Standards	Connections Academy
	Mathematics	Grade 2 Math
		M2B.05.01, M2B.05.02,
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	M2B.05.03
		M2A.05.01, M2A.05.02,
	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols	M2A.05.03, M2A.05.04,
2.MD.8	appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Throughout
Represent an	d interpret data	
	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by	
	making repeated measurements of the same object. Show the measurements by making a line plot, where	To be addressed by teachers
2.MD.9	the horizontal scale is marked off in whole-number units.	and/or LiveLesson session
	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four	
	categories. Solve simple put-together, take-apart, and compare problems using information presented in a	M2B.06.01, M2B.06.02,
2.MD.10	bar graph.	M2B.06.06
	Geometry	
Reason with	shapes and their attributes	
		M2B.01.02, M2B.01.03,
	Recognize and draw shapes having specified attributes, such as a given number of angles or a given	M2B.01.05, M2B.01.06,
2.G.1	number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Throughout
		M2B.02.01, M2B.02.02,
	solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols	M2B.02.03, M2B.02.04,
2.G.2	appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Throughout
	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words	M2B.02.01, M2B.02.02,
	halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.	M2B.02.03, M2B.02.04,
2.G.3	Recognize that equal shares of identical wholes need not have the same shape.	Throughout

		Common Core State Standards	Connections Academy
		Mathematics	Grade 3 Math
		Operations and Algebraic Thinking	
Re	present a	nd solve problems involving multiplication and division	
			M3A.04.01, M3A.04.02,
		Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7	M3A.04.04, M3A.04.06,
	3.OA.1	objects each.	Throughout
		Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in	M3A.06.01, M3A.06.03,
		each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects	M3A.06.05, M3A.06.06,
	3.OA.2	are partitioned into equal shares of 8 objects each.	Throughout
		Use multiplication and division within 100 to solve word problems in situations involving equal groups,	M3A.04.02, M3A.04.03,
		arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown	M3A.04.06, M3A.04.09,
	3.OA.3	number to represent the problem.	Throughout
		Determine the unknown whole number in a multiplication or division equation relating three whole	M3A.04.02, M3A.05.05,
		numbers.	M3A.05.06
Jn	derstand	properties of multiplication and the relationship between multiplication and division	
		Anni consenting of a constitute and the tension to an elitible and divide 2 for each of Co. A. 24 is because the ex-	
		Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then 4	
			M3A.05.05, M3A.05.06,
			M3A.06.07, M3A.06.08,
		40 and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	Throughout
		Understand division as an unknown-factor problem.	M3A.06.07, M3A.06.08
⁄lι	ultiply and	d divide within 100	
		Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and	
		division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of	M3A.04.07, M3A.04.08,
_		Grade 3, know from memory all products of two one-digit numbers.	Throughout
ol	ve proble	ems involving the four operations, and identify and explain patterns in arithmetic	
		Solve two-step word problems using the four operations. Represent these problems using equations with a	NA2A 04 00 NA2A 05 05
	2 2 4 6		M3A.04.09, M3A.05.05,
	3.OA.8	and estimation strategies including rounding.	M3A.05.06
		Identificavithmentia nettovne (including nettovne in the eddition table on acutic licetics table) and contain	M3A.02.02, M3A.04.07,
	2.04.0	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain	M3A.07.01, M3A.07.02,
	3.OA.9	them using properties of operations. Number and Operations in Base Ten	Throughout
Ic	o place ve	lue understanding and properties of operations to perform multi-digit arithmetic	
J2(e piace va	liue understanding and properties of operations to perform multi-digit arithmetic	M3A.02.03, M3A.03.04,
	2 NDT 1	Use place value understanding to round whole numbers to the nearest 10 or 100.	M3A.03.05
	J.IIQII.T	lose biace value aliaeistalialing to toalia whole hambers to the hearest to or too.	IVI3A.U3.U3

	Common Core State Standards	Connections Academy
	Mathematics	Grade 3 Math
		M3A.02.05, M3A.02.07,
	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of	M3A.02.08, M3A.02.09,
3.NBT.2	operations, and/or the relationship between addition and subtraction.	Throughout
	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using	
3.NBT.3	strategies based on place value and properties of operations.	M3A.04.05, M3A.04.06
	Numbers and Operations — Fractions	
Develop und	derstanding of fractions as numbers	
	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts;	M3B.02.02, M3B.02.03,
3.NF.1	understand a fraction a/b as the quantity formed by a parts of size 1/b.	M3B.02.07
	Understand a fraction as a number on the number line; represent fractions on a number line diagram:	
	Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and	
	partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part	
	based at 0 locates the number 1/b on the number line.	M3B.02.04, M3B.02.05,
	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that	M3B.02.06, M3B.02.08,
3.NF.2	the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Throughout
32	and resoluting interval has size and and that its enapoint locates the number and on the number line.	- Thi dagnout
	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size:	
	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number	
	line.	
	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions	
	are equivalent, e.g., by using a visual fraction model.	
	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	
	Compare two fractions with the same numerator or the same denominator by reasoning about their size.	
	Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the	M3B.02.05, M3B.02.06,
	results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction	
3.NF.3	model.	Throughout
	Measurement and Data	
Solve proble	ems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	
	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems	
	involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a	M3B.06.02, M3B.06.04,
3.MD.1	number line diagram.	M3B.06.06

	Common Core State Standards	Connections Academy
	Mathematics	Grade 3 Math
	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms	
	(kg), and liters (I).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or	M3B.04.04, M3B.04.05,
	volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement	M3B.04.06, M3B.04.09,
3.MD.2	scale) to represent the problem.	Throughout
Represent a	and interpret data	
	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve	M3B.09.02, M3B.09.03,
	one- and two-step "how many more" and "how many less" problems using information presented in scaled	M3B.09.07, M3B.09.10,
3.MD.3	bar graphs.	Throughout
	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.	M3B.04.01, M3B.04.02,
	Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole	M3B.04.03, M3B.04.06,
3.MD.4	numbers, halves, or quarters.	Throughout
Geometric	measurement: understand concepts of area and relate area to multiplication and to addition	
	Recognize area as an attribute of plane figures and understand concepts of area measurement:	
	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can	
	be used to measure area.	
	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of	
3.MD.5	n square units.	M3B.05.05
3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	M3B.05.05
3.IVID.0	Relate area to the operations of multiplication and addition:	W3B.03.03
	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the	
	same as would be found by multiplying the side lengths.	
	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving	
	real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	
	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b	
	+ c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical	
	reasoning.	
	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping	
	rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world	
3.MD.7		M3B.05.05, M3B.05.07
	measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and	
	Solve real world and mathematical problems involving perimeters of polygons, including finding the	
	perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same	M3A.05.01, M3A.05.02,
3.MD.8	perimeter and different areas or with the same area and different perimeters.	M3A.05.03

	Common Core State Standards Mathematics	Connections Academy Grade 3 Math
	Geometry	
Reason wi	th shapes and their attributes	
3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	M3A.08.04, M3A.08.05, M3A.08.06
3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	To be addressed by teachers and/or LiveLesson session

	Common Core State Standards	Connections Academy
	Mathematics	Grade 4 Math
	Operations and Algebraic Thinking	
lse the four o	perations with whole numbers to solve problems	
	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is	
	5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative	
4.OA.1	comparisons as multiplication equations.	M4A.03.08
	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is	M4A.03.08, M4A.04.04,
	5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative	M4A.04.05, M4A.04.07,
4.OA.2	comparisons as multiplication equations.	Throughout
	Solve multistep word problems posed with whole numbers and having whole-number answers using	
	the four operations, including problems in which remainders must be interpreted. Represent these	M4A.02.06, M4A.04.07,
	problems using equations with a letter standing for the unknown quantity. Assess the reasonableness	M4A.07.01, M4A.07.02,
4.OA.3	of answers using mental computation and estimation strategies including rounding.	Throughout
	ty with factors and multiples	Till Gugillout
	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a	
	multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a	M4A.03.01, M4A.03.02,
	multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is	M4A.03.03, M4A.03.05,
4.OA.4	prime or composite.	Throughout
	analyze patterns	Throughout
		M4A.03.01, M4A.03.02,
	Generate a number or shape pattern that follows a given rule. Identify apparent features of the	M4A.03.03, M4A.03.05,
4.OA.5	pattern that were not explicit in the rule itself.	Throughout
11.07 1.5	Number and Operations in Base Ten	Throughout
eneralize pla	ace value understanding for multi-digit whole numbers	
	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it	M4A.01.02, M4A.01.03,
4.NBT.1	represents in the place to its right.	M4A.01.05
	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded	M4A.01.01, M4A.01.02,
	form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and	M4A.01.03, M4A.01.05,
4.NBT.2	< symbols to record the results of comparisons.	Throughout
1	, and the second	M4A.01.04, M4A.02.01,
		M4A.04.02, M4A.04.03,
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	Throughout
	ue understanding and properties of operations to perform multi-digit arithmetic	

	Common Core State Standards	Connections Academy
	Mathematics	Grade 4 Math
		M4A.01.06, M4A.02.01,
		M4A.02.03, M4A.02.04,
4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Throughout
	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit	M4A.03.04, M4A.03.05,
	numbers, using strategies based on place value and the properties of operations. Illustrate and explain	M4A.03.06, M4A.03.07,
4.NBT.5	the calculation by using equations, rectangular arrays, and/or area models.	Throughout
	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors,	
	using strategies based on place value, the properties of operations, and/or the relationship between	M4A.06.04, M4A.06.05,
	multiplication and division. Illustrate and explain the calculation by using equations, rectangular	M4A.07.01, M4A.07.02,
4.NBT.6	arrays, and/or area models.	Throughout
	Numbers and Operations – Fractions	
Extend unders	standing of fraction equivalence and ordering	
	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models,	M4A.09.05, M4A.09.06,
	with attention to how the number and size of the parts differ even though the two fractions	M4A.09.07, M4A.09.08,
4.NF.1	themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Throughout
	Compare two fractions with different numerators and different denominators, e.g., by creating	
	common denominators or numerators, or by comparing to a benchmark fraction such as 1/2.	
	Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the	M4A.09.04, M4A.09.05,
	results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual	M4A.09.06, M4A.09.07,
4.NF.2	fraction model.	Throughout
Build fractions	s from unit fractions by applying and extending previous understandings of operations of whole	

	Common Core State Standards	Connections Academy
	Mathematics	Grade 4 Math
	Understand a fraction a/b with a > 1 as a sum of fractions 1/b:	
	Understand addition and subtraction of fractions as joining and separating parts referring to the	
	same whole.	
	Decompose a fraction into a sum of fractions with the same denominator in more than one way,	
	recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	
	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with	
	an equivalent fraction, and/or by using properties of operations and the relationship between	
	addition and subtraction.	
	Solve word problems involving addition and subtraction of fractions referring to the same whole and	M4A.09.04, M4A.09.07,
	having like denominators, e.g., by using visual fraction models and equations to represent the	M4A.09.10, M4A.09.11,
4.NF.3	problem.	Throughout
	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number:	
	Understand a fraction a/b as a multiple of 1/b.	
	Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction	
	by a whole number.	
	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual	To be addressed by teachers
4.NF.4	fraction models and equations to represent the problem.	and/or LiveLesson session
<u>Understand</u>	decimal notation for fractions, and compare decimal fractions	
	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this	
4.NF.5	technique to add two fractions with respective denominators 10 and 100.	4B.01.03
4.NF.6	Use decimal notation for fractions with denominators 10 or 100.	4B.01.01, 4B.01.03, 4B.02.02
	222 222	12.102, 12.02.03, 12.02.02
	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are	
	valid only when the two decimals refer to the same whole. Record the results of comparisons with the	4B.01.02, 4B.01.06, 4B.01.07,
4.NF.7	symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	4B.02.02, Throughout
	Measurement and Data	
Solve proble	ms involving measurement and conversion of measurements from a larger unit to a smaller unit	
	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb,	
	oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit	4B.05.01, 4B.05.02, 4B.05.03,
4.MD.1	in terms of a smaller unit. Record measurement equivalents in a two-column table.	4B.05.04, Throughout

	Common Core State Standards	Connections Academy
	Mathematics	Grade 4 Math
	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	
4.MD.2	Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	4B.03.08, 4B.04.04, 4B.07.05, 4B.08.01, Throughout
4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	4B.03.02, 4B.03.04, 4B.03.07, 4B.03.08, Throughout
Represent and	d interpret data	
4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	4B.06.03, 4B.06.05, 4B.06.11
Geometric me	easurement: understand concepts of angles and measure angles	
	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to	
4.MD.5	measure anglesAn angle that turns through n one-degree angles is said to have an angle measure of n degrees.	To be addressed by teachers and/or LiveLesson session
4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	To be addressed by teachers and/or LiveLesson session
	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems,	To be addressed by teachers
4.MD.7	e.g., by using an equation with a symbol for the unknown angle measure.	and/or LiveLesson session
Draw and ide	Material Company Geometry Intify lines and angles, and classify shapes by properties of their lines and angles	
4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	M4A.08.01, M4A.08.02, M4A.08.03

	Common Core State Standards	Connections Academy
	Mathematics	Grade 4 Math
	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines,	
	or the presence or absence of angles of a specified size. Recognize right triangles as a category, and	
4.G.2	identify right triangles.	M4A.08.05, M4A.08.06
	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the	
	figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines	To be addressed by teachers
4.G.3	of symmetry.	and/or LiveLesson session

	Common Core State Standards	Connections Academy
	Mathematics	Grade 5 Math
	Operations and Algebraic Thinking	
Write and in	terpret numerical expressions	
	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these	
5.OA.1	symbols.	M5A.06.05
	Write simple expressions that record calculations with numbers, and interpret numerical expressions	M5A.06.01, M5A.06.03,
5.OA.2	without evaluating them.	M5A.06.05
nalyze patt	erns and relationships	
	Generate two numerical patterns using two given rules. Identify apparent relationships between	
	corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and	
5.OA.3	graph the ordered pairs on a coordinate plane.	M5A.06.02
	Number and Operations in Base Ten	
Jnderstand t	the place value system	
	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in	
5.NBT.1	the place to its right and 1/10 of what it represents in the place to its left.	M5A.01.01
	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and	M5A.01.04, M5A.04.01,
	explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power	M5A.04.03, M5A.05.01,
5.NBT.2	of 10. Use whole-number exponents to denote powers of 10.	Throughout
	Read, write, and compare decimals to thousandths:	
	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form,	
	e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	
	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and <	M5A.01.01, M5A.01.02,
5.NBT.3	symbols to record the results of comparisons.	M5A.01.03
5.NBT.4	Use place value understanding to round decimals to any place.	M5A.02.01, M5A.02.02
erform ope	rations with multi-digit whole numbers and with decimals to hundredths	
5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	M5A.03.03, M5A.03.04
	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors,	
	using strategies based on place value, the properties of operations, and/or the relationship between	M5A.03.05, M5A.04.03,
	multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays,	M5A.05.05, M5A.05.06,
5.NBT.6	and/or area models.	Throughout
		NAFA 02 04 NAFA 02 05
	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and	M5A.02.04, M5A.02.05,
- NOT -	strategies based on place value, properties of operations, and/or the relationship between addition and	M5A.07.02, M5A.07.03,
5.NBT.7	subtraction; relate the strategy to a written method and explain the reasoning used.	Throughout

	Common Core State Standards	Connections Academy
	Mathematics	Grade 5 Math
	Numbers and Operations – Fractions	
Jse equival	ent fractions as a strategy to add and subtract fractions	
	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given	M5B.10.03, M5B.10.04,
	fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions	M5B.10.05, M5B.10.06,
5.NF.1	with like denominators.	Throughout
	Solve word problems involving addition and subtraction of fractions referring to the same whole, including	
	cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem.	
	Use benchmark fractions and number sense of fractions to estimate mentally and assess the	
5.NF.2	reasonableness of answers.	M5A.04.02, M5A.09.01
Apply and e	xtend previous understandings of multiplication and division to multiply and divide fractions	
	Interpret a fraction as division of the numerator by the denominator (a/b = a \div b). Solve word problems	
	involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by	
5.NF.3	using visual fraction models or equations to represent the problem.	M5B.01.04
	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a	
	fraction:	
	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result	
	of a sequence of operations $a \times q \div b$.	
	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate	
	unit fraction side lengths, and show that the area is the same as would be found by multiplying the side	
	lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as	
5.NF.4	rectangular areas.	M5B.01.01, M5B.01.02
	Interpret multiplication as scaling (resizing), by:	
	Comparing the size of a product to the size of one factor on the basis of the size of the other factor,	
	without performing the indicated multiplication.	
	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than	
	the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case);	
	explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the	
	given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of	To be addressed by teachers
5.NF.5	multiplying a/b by 1.	and/or LiveLesson session
	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual	M5B.01.01, M5B.01.02,
5.NF.6	fraction models or equations to represent the problem.	M5B.01.03

	Common Core State Standards	Connections Academy
	Mathematics	Grade 5 Math
	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole	
	numbers by unit fractions:	
	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.	
	Interpret division of a whole number by a unit fraction, and compute such quotients.	
	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of	
	whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the	
5.NF.7	problem.	M5B.01.04
	Measurement and Data	
Convert like	measurement units within a given measurement system	
	Convert among different-sized standard measurement units within a given measurement system (e.g.,	
5.MD.1	convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	M5B.04.04, M5B.04.05
<mark>lepresent a</mark>	nd interpret data	
		To be addressed by teachers
5.MD.2	on fractions for this grade to solve problems involving information presented in line plots.	and/or LiveLesson session
<mark>ieometric n</mark>	neasurement: understand concepts of volume and relate volume to multiplication and to addition	
	Recognize volume as an attribute of solid figures and understand concepts of volume measurement:	
	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be	
	used to measure volume.	
	A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of	
5.MD.3	n cubic units.	M5B.03.05
5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	M5B.03.05

Common Core State Standards		Connections Academy
1	Mathematics	Grade 5 Math
	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume:Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit	
	cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	
	Apply the formulas $V = I \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problemsRecognize volume as additive. Find volumes of solid figures composed of two non-overlapping right	
5.MD.5	rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	M5B.03.05, M5B.03.06
	Geometry	
Graph point	s on the coordinate plane to solve real-world and mathematical problems	
	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates	
5.G.1	how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	M5A.08.01, M5B.07.02, M5B.07.04
5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	M5B.07.02, M5B.07.04
Classify two	-dimensional figures into categories based on their properties	
	Understand that attributes belonging to a category of two-dimensional figures also belong to all	
	subcategories of that category. For example, all rectangles have four right angles and squares are	
5.G.3	rectangles, so all squares have four right angles.	M5A.08.03, M5A.08.05
5.G.4	Classify two-dimensional figures in a hierarchy based on properties.	M5A.08.03, M5A.08.05

	Common Core State Standards	Connections Academy
	Mathematics	Grade 6 Math
	Ratios and Proportional Relationships	
Understand	ratio concepts and use ratio reasoning to solve problems	
	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two	
6.RP.1	quantities.	M6A.01.01, M6A.06.03
	Understand the concept of a unit rate a/b associated with a ratio a:b with b? 0, and use rate language in	
6.RP.2	the context of a ratio relationship.	M6A.01.02
	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about	
	tables of equivalent ratios, tape diagrams, double number line diagrams, or equations:	
	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing	
	values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	
	Solve unit rate problems including those involving unit pricing and constant speed.	
	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity);	
	solve problems involving finding the whole, given a part and the percent.	
	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when	M6A.06.04, M6A.06.05,
6.RP.3	multiplying or dividing quantities.	M6A.06.09
	The Number System	
Apply and e	ktend previous understandings of multiplication and division to divide fractions by fractions	
	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by	
6.NS.1	fractions, e.g., by using visual fraction models and equations to represent the problem.	M6A.05.04
		M6A.01.05, M6A.01.07,
6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.	M6A.01.11
		M6A.02.12, M6A.03.01,
	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each	M6A.03.03, M6A.03.04,
6.NS.3	operation.	Throughout
	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common	
	multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of	
	two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no	To be addressed by teachers
6.NS.4	common factor.	and/or LiveLesson session
Apply and ex	ktend previous understandings of numbers to the system of rational numbers	
	Understand that positive and negative numbers are used together to describe quantities having opposite	
	directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits,	L
	positive/negative electric charge); use positive and negative numbers to represent quantities in real-	To be addressed by teachers
6.NS.5	world contexts, explaining the meaning of 0 in each situation.	and/or LiveLesson session

	Common Core State Standards	Connections Academy
	Mathematics	Grade 6 Math
	Understand a rational number as a point on the number line. Extend number line diagrams and	
	coordinate axes familiar from previous grades to represent points on the line and in the plane with	
	negative number coordinates:	
	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line;	
	recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is	
	its own opposite.	
	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate	
	plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related	
	by reflections across one or both axes.	
	Find and position integers and other rational numbers on a horizontal or vertical number line diagram;	
6.NS.6	find and position pairs of integers and other rational numbers on a coordinate plane.	M6B.04.01
	Understand ordering and absolute value of rational numbers:	
	Interpret statements of inequality as statements about the relative position of two numbers on a	
	number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7	
	on a number line oriented from left to right.	
	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For	
	example, write -3 oC > -7 oC to express the fact that -3 oC is warmer than -7 oC.	
	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret	
	absolute value as magnitude for a positive or negative quantity in a real-world situation.	
6.NS.7	Distinguish comparisons of absolute value from statements about order.	M6B.04.01, M6B.04.10
	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate	
	plane. Include use of coordinates and absolute value to find distances between points with the same first	
6.NS.8	coordinate or the same second coordinate.	M6B.04.09, M6B.04.12
	Expressions and Equations	
ply and e	xtend previous understandings of arithmetic to algebraic expressions	
		M6A.02.03, M6A.02.10,
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.	M6A.02.11

	Common Core State Standards	Connections Academy
	Mathematics	Grade 6 Math
	Write, read, and evaluate expressions in which letters stand for numbers:	
	Write expressions that record operations with numbers and with letters standing for numbers.	
	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient,	
	coefficient); view one or more parts of an expression as a single entity.	
	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas	
	used in real-world problems. Perform arithmetic operations, including those involving whole-number	M6A.01.12, M6A.02.02,
	exponents, in the conventional order when there are no parentheses to specify a particular order (Order	M6A.02.03, M6A.02.10,
6.EE.2		Throughout
		To be addressed by teachers
6.EE.3	Apply the properties of operations to generate equivalent expressions.	and/or LiveLesson session
	Identify when two expressions are equivalent (i.e., when the two expressions name the same number	To be addressed by teachers
6.EE.4		and/or LiveLesson session
	out and solve one-variable equations and inequalities	aa, cc_cccc cccc
	Understand solving an equation or inequality as a process of answering a question: which values from a	
	specified set, if any, make the equation or inequality true? Use substitution to determine whether a given	M6A.02.06, M6A.02.07,
6.EE.5		M6A.02.08, M6A.02.09
	Use variables to represent numbers and write expressions when solving a real-world or mathematical	,
	problem; understand that a variable can represent an unknown number, or, depending on the purpose at	M6A.02.06, M6A.02.07,
6.EE.6	hand, any number in a specified set.	M6A.02.08, M6A.02.09
	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and px	M6A.02.06, M6A.02.07,
6.EE.7	= q for cases in which p, q and x are all nonnegative rational numbers.	M6A.02.08, M6A.02.09
	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or	
	mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many	
6.EE.8	solutions; represent solutions of such inequalities on number line diagrams.	M6B.06.02
Represent a	and analyze quantitative relationships between dependent and independent variables	
	Use variables to represent two quantities in a real-world problem that change in relationship to one	
	another; write an equation to express one quantity, thought of as the dependent variable, in terms of the	
	other quantity, thought of as the independent variable. Analyze the relationship between the dependent	
	and independent variables using graphs and tables, and relate these to the equation. For example, in a	
	· · · · · · · · · · · · · · · · · · ·	
6 55 0	problem involving motion at constant speed, list and graph ordered pairs of distances and times, and	M6D 04 12
6.EE.9	write the equation d = 65t to represent the relationship between distance and time.	M6B.04.12
	Geometry	

	Common Core State Standards	Connections Academy
	Mathematics	Grade 6 Math
olve real-w	orld and mathematical problems involving area, surface area, and volume	
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	M6B.03.04, M6B.03.05, M6B.03.06
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = I w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	M6B.03.12
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	To be addressed by teachers and/or LiveLesson session
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	M6B.03.09, M6B.03.10, M6B.03.11
	Statistics and Probability	
Develop und	derstanding of statistical variability	
6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	To be addressed by teachers and/or LiveLesson session
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	M6B.01.01
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	To be addressed by teachers and/or LiveLesson session
	and describe distributions	
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	M6B.01.01

	Common Core State Standards	Connections Academy
	Mathematics	Grade 6 Math
	Summarize numerical data sets in relation to their context, such as by:	
	Reporting the number of observations.	
	Describing the nature of the attribute under investigation, including how it was measured and its units	
	of measurement.	
	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or	
	mean absolute deviation), as well as describing any overall pattern and any striking deviations from the	
	overall pattern with reference to the context in which the data were gathered.	
	Relating the choice of measures of center and variability to the shape of the data distribution and the	
6.SP.5	context in which the data were gathered.	M6B.01.01, M6B.01.02

	Common Core State Standards	Connections Academy
	Mathematics	Grade 7 Math
	Ratios and Proportional Relationships	
Analyze	proportional relationships and use them to solve real-world and mathematical problems	
	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities	
7.RP		M7A.05.02, M7A.05.05
	Recognize and represent proportional relationships between quantities:	
	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a	
	table or graphing on a coordinate plane and observing whether the graph is a straight line through the	
	origin.	
	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal	
	descriptions of proportional relationships.	
	Represent proportional relationships by equations.	
	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with	M7A.05.01, M7A.05.04,
7.RP	special attention to the points (0, 0) and (1, r) where r is the unit rate.	M7A.05.05
	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest,	M7A.05.05, M7A.06.07,
	tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent	M7A.06.08, M7A.06.09,
7.RP	error.	Throughout
	The Number System	
Apply a	nd extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational	
	Apply and extend previous understandings of addition and subtraction to add and subtract rational	
	numbers; represent addition and subtraction on a horizontal or vertical number line diagram:	
	Describe situations in which opposite quantities combine to make 0.	
	Understand p + q as the number located a distance q from p, in the positive or negative direction	
	depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are	
	additive inverses). Interpret sums of rational numbers by describing real-world contexts.	
	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the	
	distance between two rational numbers on the number line is the absolute value of their difference, and	M7A.01.06, M7A.04.02,
	apply this principle in real-world contexts.	M7A.04.03, M7A.04.04,

	Common Core State Standards	Connections Academy
	Mathematics	Grade 7 Math
	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers:	
	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products	
	such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	
	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$.	
	Interpret quotients of rational numbers by describing real-world contexts. Apply properties of operations as strategies to multiply and divide rational numbers.	M7A.01.08, M7A.01.10,
7.NS.2	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	M7A.04.06, M7A.04.07, Throughout
7.103.2	Inditiber terminates in 05 or eventually repeats.	M7A.04.02, M7A.04.03,
7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers.	M7A.04.04
	Expressions and Equations	
Use prope	rties of operations to generate equivalent expressions	
7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	M7A.02.01
7.EE.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	To be addressed by teachers and/or LiveLesson session
Solve real-	life and mathematical problems using numerical and algebraic expressions and equations	
	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the	M7A.02.01, M7A.02.05,
7.EE.3	reasonableness of answers using mental computation and estimation strategies.	M7A.02.06

	Common Core State Standards	Connections Academy
	Mathematics	Grade 7 Math
	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities: Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an	
7.EE.4	arithmetic solution, identifying the sequence of the operations used in each approach. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	M7A.02.05, M7A.02.06, M7A.02.08, M7A.02.09, Throughout
	Geometry	
Draw const	truct, and describe geometrical figures and describe the relationships between them	
7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	M7A.05.08
7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	To be addressed by teachers and/or LiveLesson session
7.G.3		To be addressed by teachers and/or LiveLesson session
Solve real-	life and mathematical problems involving angle measure, area, surface area, and volume	
7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	To be addressed by teachers and/or LiveLesson session
7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	To be addressed by teachers and/or LiveLesson session
7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Statistics and Probability	M7B.02.02, M7B.02.03, M7B.02.04, M7B.02.13
Ise randor	n sampling to draw inferences about a population	

	Common Core State Standards	Connections Academy
	Mathematics	Grade 7 Math
	Understand that statistics can be used to gain information about a population by examining a sample of the	
	population; generalizations about a population from a sample are valid only if the sample is representative	
	of that population. Understand that random sampling tends to produce representative samples and support	· ·
7.SP.1	valid inferences.	and/or LiveLesson session
	Use data from a random sample to draw inferences about a population with an unknown characteristic of	
	interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in	
7.SP.2	estimates or predictions.	M7B.05.06
<u>Oraw inforr</u>	nal comparative inferences about two populations	
	Informally access the degree of visual eventor of two accessing data distributions with single-vest-billing	To be addressed by teach and
7.60.2	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities,	To be addressed by teachers
7.SP.3	measuring the difference between the centers by expressing it as a multiple of a measure of variability.	and/or LiveLesson session
	Use measures of center and measures of variability for numerical data from random samples to draw	To be addressed by teachers
7.SP.4	informal comparative inferences about two populations.	and/or LiveLesson session
	chance processes and develop, use, and evaluate probability models	
	Understand that the probability of a chance event is a number between 0 and 1 that expresses the	
	likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates	
	an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a	
7.SP.5	probability near 1 indicates a likely event.	M7B.06.01
	Approximate the probability of a chance event by collecting data on the chance process that produces it and	
	observing its long-run relative frequency, and predict the approximate relative frequency given the	
7.SP.6	probability.	M7B.06.01
	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model	
	to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy:	
	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.	
	Develop a probability model (which may not be uniform) by observing frequencies in data generated from	To be addressed by teachers
7.SP.7	a chance process.	and/or LiveLesson session

	Common Core State Standards	Connections Academy
1	Mathematics	Grade 7 Math
	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation:Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occursRepresent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes	
	in the sample space which compose the event.	M7B.06.04, M7B.06.06,
7.SP.8	Design and use a simulation to generate frequencies for compound events.	M7B.06.08, M7B.06.09

has a decimal expansion; for ration and the second	rational are called irrational. Understand informally that every number onal numbers show that the decimal expansion repeats eventually, and ch repeats eventually into a rational number. rational numbers to compare the size of irrational numbers, locate r line diagram, and estimate the value of expressions (e.g., ?2).	Algebra Readiness ARB.05.01 ARB.05.01
Know that numbers that are not has a decimal expansion; for rational expansion whith the convert a decimal expansion whith the convert and the	rational are called irrational. Understand informally that every number onal numbers show that the decimal expansion repeats eventually, and ch repeats eventually into a rational number. rational numbers to compare the size of irrational numbers, locate or line diagram, and estimate the value of expressions (e.g., ?2).	
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has a decimal expansion; for rational expansion white the second expansion; for rational expansion; for r	onal numbers show that the decimal expansion repeats eventually, and ch repeats eventually into a rational number. rational numbers to compare the size of irrational numbers, locate r line diagram, and estimate the value of expressions (e.g., ?2).	
	r line diagram, and estimate the value of expressions (e.g., ?2).	ARR 05 01
	pressions and Equations	MID.UJ.UI
Work with radicals and integer exponents	pressions and Equations	
8.EE.1 Know and apply the properties o	f integer exponents to generate equivalent numerical expressions.	ARA.04.02, ARA.04.07, ARA.04.08, ARA.05.12, Throughout
· ·	mbols to represent solutions to equations of the form $x2 = p$ and $x3 = 1$ number. Evaluate square roots of small perfect squares and cube roots t ?2 is irrational.	ARB.05.01
	rm of a single digit times a whole-number power of 10 to estimate very d to express how many times as much one is than the other.	To be addressed by teachers and/or LiveLesson session
decimal and scientific notation at measurements of very large or very	rs expressed in scientific notation, including problems where both re used. Use scientific notation and choose units of appropriate size for ery small quantities (e.g., use millimeters per year for seafloor otation that has been generated by technology.	ARA.04.09, ARA.04.10
Understand the connections between proportio		
Graph proportional relationships 8.EE.5 different proportional relationships	, interpreting the unit rate as the slope of the graph. Compare two ips represented in different ways.	To be addressed by teachers and/or LiveLesson session
		To be addressed by teachers and/or LiveLesson session

	Common Core State Standards	Connections Academy
	Mathematics	Algebra Readiness
	Solve linear equations in one variable:	
	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no	
	solutions. Show which of these possibilities is the case by successively transforming the given equation	
	into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b	
	are different numbers).	
	Solve linear equations with rational number coefficients, including equations whose solutions require	
8.EE.7	expanding expressions using the distributive property and collecting like terms.	ARB.01.02, ARB.01.03
	Analysis and ask a mains of simultaneous linear any ations.	
	Analyze and solve pairs of simultaneous linear equations:Understand that solutions to a system of two linear equations in two variables correspond to points of	
	intersection of their graphs, because points of intersection satisfy both equations simultaneously.	
	Solve systems of two linear equations in two variables algebraically, and estimate solutions by	
		ARB.02.08, ARB.02.09,
8.EE.8	Solve real-world and mathematical problems leading to two linear equations in two variables.	ARB.02.10
O.LL.O	Functions	71110.02.10
efine, evalu	rate, and compare functions	
1		ARB.02.01, ARB.02.02,
8.F.1	function is the set of ordered pairs consisting of an input and the corresponding output.	ARB.02.03
	Compare properties of two functions each represented in a different way (algebraically, graphically,	
8.F.2		ARB.02.06
	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give	
8.F.3		ARB.02.06
e function	s to model relationships between quantities	
	Construct a function to model a linear relationship between two quantities. Determine the rate of	
	change and initial value of the function from a description of a relationship or from two (x, y) values,	
		ARB.02.01, ARB.02.02,
8.F.4		ARB.02.03, ARB.02.08
	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g.,	
	where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the	To be addressed by teachers
8.F.5	qualitative features of a function that has been described verbally.	and/or LiveLesson session
	Geometry	

	Common Core State Standards	Connections Academy
	Mathematics	Algebra Readiness
8.G.1	Verify experimentally the properties of rotations, reflections, and translations.	ARB.03.10
	Understand that a two-dimensional figure is congruent to another if the second can be obtained from	
	the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe	
8.G.2	a sequence that exhibits the congruence between them.	ARB.03.11
	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using	
8.G.3	coordinates.	ARB.03.10, ARB.03.11
	Understand that a two-dimensional figure is similar to another if the second can be obtained from the	
	first by a sequence of rotations, reflections, translations, and dilations; Given two similar two-	
8.G.4	dimensional figures, describe a sequence that exhibits the similarity between them.	ARB.03.10, ARB.03.11
0.0.1	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the	
	angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of	
8.G.5	triangles.	ARB.03.06
	and apply the Pythagorean Theorem	7112.03.00
	and apply the Fydiagorean Theorem	
		To be addressed by teachers
8.G.6	Explain a proof of the Pythagorean Theorem and its converse.	and/or LiveLesson session
	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and	
8.G.7	mathematical problems in two and three dimensions.	ARB.05.02, ARB.05.03
	·	
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	ARB.05.04
Solve real-v	vorld and mathematical problems involving volume of cylinders, cones, and spheres	
	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world	
8.G.9	and mathematical problems.	ARB.04.08, ARB.04.10
	Statistics and Probability	
Investigate	patterns of association in bivariate data	
	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of	
	association between two quantities. Describe patterns such as clustering, outliers, positive or negative	
8.SP.1	association, linear association, and nonlinear association.	ARB.02.07
	Know that straight lines are widely used to model relationships between two quantitative variables. For	
	scatter plots that suggest a linear association, informally fit a straight line, and informally assess the	
8.SP.2	model fit by judging the closeness of the data points to the line.	ARB.02.07
	Use the equation of a linear model to solve problems in the context of bivariate measurement data,	
8.SP.3	interpreting the slope and intercept.	ARB.02.04, ARB.02.05

		Connections Academy	
		Mathematics	Algebra Readiness
	8.SP.4	,	To be addressed by teachers and/or LiveLesson session
An	alyze and su	mmarize data sets	
		Use descriptive statistics, including mean, median, and range, to summarize and compare data sets and	
		organize and display data to pose and answer questions; Compare the information provided by the	
		mean and the median and investigate the different effects that changes in data values have on these	
	8.FP.NCTM	measure of center.	ARA.03.03

	Common Core State Standards Mathematics Number & Quantity: The Real Number System	Connections Academy Algebra I	Connections Academy Geometry	Connections Academy Algebra II
xtend the	properties of exponents to rational exponents			
	Explain how the definition of the meaning of rational exponents follows from extending the properties of			
N-RN.1	integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.			A2B.01.04
N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	A1B.04.02, A1B.04.03		712D.01.04
	ies of rational and irrational numbers	7 12510 1102) 7 12510 1100		
	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and			
	an irrational number is irrational; and that the product of a nonzero rational number and an irrational			
N-RN.3	number is irrational.	A1A.01.04		
14 1414.5	Number & Quantity: The Real Number System	7(17(.01.04		
Reason dua	ntitatively and use units to solve problems			
leason qua	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and			
	interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data			
N-Q.1	displays.	A1A.02.07, A1A.06.02		
N-Q.2	Define appropriate quantities for the purpose of descriptive modeling.	A1A.02.07, A1A.00.02	GB.04.01	
14 Q.2	Define appropriate quantities for the purpose of descriptive modeling.	To be addressed by	GB.04.01	
		teachers and/or		
N-Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	LiveLesson session		
IN-Q.3	Number & Quantity: The Complex Number System	LIVELESSOIT SESSIOIT		
Parform arit	thmetic operations with complex numbers			
erioriii arii	Know there is a complex number i such that $i2 = -1$, and every complex number has the form $a + bi$ with a			
N-CN.1	and b real.			A2A.05.06
N-CN.2	Use the relation i2 = −1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.			A2A.05.07
N-CN.3	Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.			A2A.06.05
	omplex numbers and their operations on the complex plane			
	Represent complex numbers on the complex plane in rectangular and polar form (including real and			
	imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent			
N-CN.4	the same number.			A2A.05.06
		To be addressed by		
	Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the	teachers and/or		
N-CN.5	complex plane; use properties of this representation for computation.	LiveLesson session		
1. 23		To be addressed by		
	Calculate the distance between numbers in the complex plane as the modulus of the difference, and the	teachers and/or		
N-CN.6	midpoint of a segment as the average of the numbers at its endpoints.	LiveLesson session		
	x numbers in polynomial identities and equations			
N-CN.7	Solve quadratic equations with real coefficients that have complex solutions.			A2A.05.09
1. 2		To be addressed by		
		teachers and/or		
N-CN.8	To be addressed by teachers and/or LiveLesson session	LiveLesson session		
N-CN.9	Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.			A2A.06.06
1 55	Number & Quantity: Vector & Matrix Quantities			
Represent a	and model with vector quantities			
	Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed			
N-VM.1	line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v , $ v $, $ v $, v).		GB.02.05	
	Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a			
l	terminal point.		GB.02.05	
N-VM.2				

	Common Core State Standards Mathematics	Connections Academy Algebra I	Connections Academy Geometry	Connections Academ Algebra II
erform opera	ations on vectors			
	Add and subtract vectors:			
	Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude			
	of a sum of two vectors is typically not the sum of the magnitudes.			
	Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.			
	Understand vector subtraction v – w as v + (–w), where –w is the additive inverse of w, with the same			
	magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by			
N-VM.4	connecting the tips in the appropriate order, and perform vector subtraction component-wise.		GB.02.05	
14 4141.4	Multiply a vector by a scalar:		GB.02.03	
	Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform			
	scalar multiplication component-wise, e.g., as c(vx, vy) = (cvx, cvy).	To be addressed by		
	Compute the magnitude of a scalar multiple cv using cv = c v. Compute the direction of cv knowing	teachers and/or		
N-VM.5	that when $ c v ? 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).	LiveLesson session		
	ations on matrices and use matrices in applications	EIVELESSON SESSION		
	Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a			
N-VM.6	network.	A1B.06.01		A2A.04.01
N-VM.7	Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	A1B.06.01		A2A.04.04
N-VM.8	Add, subtract, and multiply matrices of appropriate dimensions.	A1B.06.01		A2A.04.02, A2A.04.05
	Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a			
N-VM.9	commutative operation, but still satisfies the associative and distributive properties.			A2A.04.05
	Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the	!		
	role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix			
N-VM.10	has a multiplicative inverse.			A2A.04.07
	Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce			
N-VM.11	another vector. Work with matrices as transformations of vectors.			A2A.04.06
	Work with 2 × 2 matrices as a transformations of the plane, and interpret the absolute value of the			
N-VM.12	determinant in terms of area.			A2A.04.06
	Algebra: Seeing Structure in Expressions			
terpret the	structure of expressions			
	Interpret expressions that represent a quantity in terms of its context:			
	Interpret parts of an expression, such as terms, factors, and coefficients.			
A-SSE.1	Interpret complicated expressions by viewing one or more of their parts as a single entity.	A1A.01.01		A2A.01.02
		A1A.01.02, A1A.01.03,		
		A1A.01.04, A1A.01.05,		
A-SSE.2	Use the structure of an expression to identify ways to rewrite it.	Throughout		A2A.01.02
rite express	ions in equivalent forms to solve problems These and produce an equivalent form of an expression to reveal and explain properties of the quantity.			
	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity			
	represented by the expression:			
	a. Factor a quadratic expression to reveal the zeros of the function it defines.			
	b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function			
4 665.0	it defines.	A1B.02.05, A1B.02.06,		A2A.05.02, A2A.05.05,
A-SSE.3	c. Use the properties of exponents to transform expressions for exponential functions.	A1B.02.07, A1B.02.08		A2A.05.08
		To be addressed by		
	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the	teachers and/or		
A-SSE.4	formula to solve problems.	LiveLesson session		
	Algebra: Arithmetic with Polynomials & Rational Expressions			

Linderstand this polynomials (form a system analogous to the integers, namely, they are closed under the ALRC 203, A182.203, Throughout persons of additions, subtraction, and multiplication, add, subtract, and multiply polynomials. AARA 2, 19, x = a logia, so pill = 01 and unity 16 - a) is a factor of pipl. Identify years of polynomials (family see a polynomial (spin and a number a, the remainder on division 2,2,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0,0		Common Core State Standards Mathematics	Algebra I	Connections Academy Geometry	Connections Academy Algebra II
Indestrated the relationship between zeros and factors of polynomials (Now and apply the Remainder Theorems For a polynomial poly and a number a, the remainder on division (AARAG 50 yx = a s pela, so pela = 0 if and only if (x = a) is a factor of plp(). AARAG 603 AARAG 604 AARAG 604 AARAG 70 year = a s pela, so pela = 0 if and only if (x = a) is a factor of plp(). AARAG 604 AARAG 70 year = a s pela, so pela = 0 if and only if (x = a) is a factor of plp(). AARAG 70	A ADD 1		, , , , , , , , , , , , , , , , , , , ,		
Scow and apply the Remainder Theorem: For a polynomial pix) and a number a, the remainder on division AZA,06.03			Inroughout		
AAPA.6.03 AAPA.6.03 Individue years of polynomials when stution factorizations are available, and use the zeros to construct a labeling reaps of polynomials when stution factorizations are available, and use the zeros to construct a labeling reaps of the function defined by the polynomials when stution factorizations are available, and use the zeros to construct a labeling reaps of the function defined by the polynomials when stutions are available, and use the zeros to construct a labeling reaps of the function defined by the polynomials when studies the zeros of x and y for a positive labeling reaps of the function defined by the polynomials when studies determined for example by Pascal's Triangle. AAPA.6.1 Integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. AAPA.6.2 Integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. AAPA.6.3 Integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. AAPA.6.4 Integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. AAPA.6.5 Integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. AAPA.6.4 Integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. AAPA.6.5 Integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. AAPA.6.6 Integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. AAPA.6.6 Integer n, where x and y are any numbers, with coefficients and y and y are any numbers, with a pascal number of the form to a pascal numbers, and y for a positive and y for a positive pascal numbers. AAPA.6.1 Integer n, where x and y are any numbers, with coefficients represents of the pascal numbers. AAPA.6.2 Integer numbers of the pascal numbers of the pascal numbers. AAPA.6.2 Integer numbers of	Jiluerstanu	· · · · · · · · · · · · · · · · · · ·			
Identify_zeros of polynomials when suitable factorizations are available, and use the zeros to construct a A.A.D.G.	A ADD 3				A2A 0C 02
APR.3 rough graph of the function defined by the polynomial. AZA 06.04	A-APK.2				AZA.06.03
AAPR. Topo polynomial identities to solve problems AAPR. AAPR. Topo polynomial identities and use them to describe numerical relationships.	A ADD 2				121 00 04
AAPR.4 Prove polynomial identities and use them to describe numerical relationships. Know and apply the Binomial Theorem for the expansion of (x + y) in powers of x and y for a positive provided in the provided in					AZA.06.04
Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive larger or, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. Rewrite simple rational expressions in different forms, write alz/b/b/l) in the form (b) + r(x)/b/b/l), where alz/b. Rewrite in the pascal expressions in different forms, write alz/b/b/l) in the form (b) + r(x)/b/b/l), where alz/b. Rewrite in the pascal expressions in different forms, write alz/b/b/l) in the form (b) + r(x)/b/b/l), where alz/b. Rewrite in the more complicated examples, a computer algebra system. APR.6 division, or, for the more complicated examples, a computer algebra system. APR.7 and division, or, for the more complicated examples, a computer algebra system. APR.7 and division, authoration, multiplication, and division by a nonzero rational expression; add, subtract, multiply, APR.7 and division and inequalities in one variable and use them to solve problems. Include equations arising and division and inequalities in one variable and use them to solve problems. Include equations arising and all the applications and inequalities in one variable and use them to solve problems. Include equations arising and applications and inequalities in one variable and use them to solve problems. Include equations arising and applications and inequalities in one variable and use them to solve problems. Include equations arising and applications and inequalities in one variable and use them to solve problems. Include equations arising and applications and inequalities in one variable and expensions. ACED.2. In conordinate axes with labels and scales. ACED.3 interpret solutions as yealth labels and scales. ACED.3 interpret solutions as yealth labels and scales. ACED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. APabros Reasoning with Equations & Inequalities, and provide a special particular and applications. A Inequalities in one var					
AAPA.5 Integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. Wearite simple rational expressions in different forms; write al(x)/b(x) in the form q(x) + (x)/b(x), where a). Bewrite simple rational expressions in different forms; write al(x)/b(x) in the form q(x) + (x)/b(x), where a). Bewrite simple rational expressions in different forms; write al(x)/b(x) in the form q(x) + (x)/b(x), where a). Bewrite simple rational expressions in different forms; write al(x)/b(x) in the form q(x) + (x)/b(x), where a). APAR.6 Idvision, or, for the more complicated examples, a computer algebra system. APAR.7 In the form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions and inequalities in one variable and use them to solve problems. Include equations arising and additions and inequalities in one variable and use them to solve problems. Include equations arising and additions and inequalities in one variable and use them to solve problems. Include equations arising and applications and inequalities in one variable and use them to solve problems. Include equations arising and applications and inequalities, and by systems of equations. ACED.2 Incordinate area with labels and scales. ACED.3 Interpret solutions as valide or nonvisible portions in a modeling context. ACED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. ACED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. ACED.5 Solve guations as a process of reasoning and explaint the reasoning and explaint the reasoning and explaint the reasoning and expla	A-APK.4	Prove polynomial identities and use them to describe numerical relationships.			
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Rewrite simple rational expressions in different forms; write a(x)(bx) in the form (x) + (x)(bx), where a(x), bx, dx, and (x) are polynomials with the degree of the five) less than the degree of bx (y) less than the degree of bx (y), using inspection, long dividence of the day of the					A2A.06.08
biy), (x/), and r/y are polynomials with the degree of r/y) less than the degree of b(x), using inspection, long A18.05.02, A18.05.02, A28.03.05, A28.03.0	Rewrite ratio				
AAPR.5 division, or, for the more complicated examples, a computer algebra system. Inderstand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression, add, subtract, multiply, and divide rational expressions. ARB.03.04, A18.05.03, A18.05.04 ARB.03.05, A18.05.05 ARB.03.05, A18.05.04 ARB.03.05, A18.05.04 ARB.03.05, A18.05.04 ARB.03.05, A18.05.04 ARB.03.05, A18.05.04 ARB.03.05, A18.05.05 ARB.03.05, A18.05.04 ARB.03.05, A18.05.05 ARB.03.05, A18.05.04 ARB.03.05, A18.05.04 ARB.03.05, A18.05.04 ARB.03.05, A18.05.05 ARB.03.05, A18.05.04 ARB.03.05, A18.05.05 ARB.03.05, A18.05.04 ARB.03.05, A18.05.05 ARB.03.05, A18.05.04 ARB.03.05, A18.05.05 ARB.03.05 ARB.03.05, A18.05.05 ARB.03.05 ARB.03.05, A18.05.05 ARB.03.05 AR			A4D 05 04 A4D 05 03		420 02 04 420 02 05
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AARR.7 Apr. 3 and dition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, alt. 8.05.01, A.18.05.02, A.28.03.05, A28.03.05 **Reate equations that describe numbers or relationships **Create equations that describe numbers or relationships **Create equations and inequalities in one variable and use them to solve problems. Include equations arising increate equations and inequalities in one variable and use them to solve problems. Include equations arising increate equations in two or more variables to represent relationships between quantities; graph equations **A-CED.1** Create equations in two or more variables to represent relationships between quantities; graph equations **A-CED.2** Create equations in two or more variables to represent relationships between quantities; graph equations **A-CED.3** Interpret solutions as viable or nonviable options in a modeling context. **A-CED.3** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. **A-CED.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. **A-CED.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. **A-CED.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. **A-CED.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. **A-CED.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. **A-CED.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. **A-CED.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. **A-CED.4** Rearrange formulas to highlight a quantity of interest, using the	A-APR.6		A1B.05.03, A1B.05.04		A2B.03.06
A.A.P.R.7 and divide rational expressions. Algebra: Creating Equations					
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	Common Core State Standards Mathematics	Connections Academy Algebra I	Connections Academy Geometry	Connections Academy Algebra II
	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear			
A-REI.6	equations in two variables.	A1A.06.01		A2A.03.01
	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically			
	and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = -3x$			
A-REI.7	3.	A1B.03.08		
A-REI.8	Represent a system of linear equations as a single matrix equation in a vector variable.	A1A.06.04		A2A.04.09
	Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for			
A-REI.9	matrices of dimension 3 × 3 or greater).	A1A.06.04		A2A.04.09, A2A.04.10
present ar	nd solve equations and inequalities graphically			
	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the			
A-REI.10	coordinate plane, often forming a curve (which could be a line).	A1A.04.02		A2A.02.07
A-REI.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.	A1A.06.01		A2A.03.01
/ \ NEI.11	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case			7 (27 (.03.01
	of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the			
A-REI.12	intersection of the corresponding half-planes.	A1A.06.06, A1A.06.07		A2A.03.03
/ TILLILE	Functions: Interpreting Functions	71171.00.00,71171.00.07		71271.03.03
nderstand	the concept of a function and use function notation			
	Understand that a function from one set (called the domain) to another set (called the range) assigns to each	1		
	element of the domain exactly one element of the range. If f is a function and x is an element of its domain,			
	then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y =			
F-IF.1	f(x).	A1A.04.03, A1A.04.07		A2A.02.01
1	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use	7 (2) (10 1105) 7 (2) (10 1107		71271102101
F-IF.2	function notation in terms of a context.	A1A.04.07		A2A.02.01
1	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the	7 (27 (10 110)		71271102101
F-IF.3	integers.	A1A.04.08		A2A.02.01
	nctions that arise in applications in terms of the context	7127110 1100		7 (2) (102102
	For a function that models a relationship between two quantities, interpret key features of graphs and tables			
	in terms of the quantities, and sketch graphs showing key features given a verbal description of the			
F-IF.4	relationship.	A1A.04.02		A2A.02.02
1	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it	7.127.110 1102		71271102102
F-IF.5	describes.	A1A.04.07	GA.03.07	A2A.02.02
1	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a	7 (27 (10 110)	<i>C</i> ,	71271102102
F-IF.6	specified interval. Estimate the rate of change from a graph.	A1A.05.01	GA.03.08	
	tions using different representations	. 12. 1100102		
	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and			
	using technology for more complicated cases:			
	a. Graph linear and quadratic functions and show intercepts, maxima, and minima.			
	b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute			
	value functions.			
	c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.			
	d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and			
	showing end behavior.	A1A.04.05, A1A.05.03,		
	e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric	A1A.05.07, A1B.03.01,		A2A.05.02, A2B.01.08,
F-IF.7	functions, showing period, midline, and amplitude.	Throughout	GA.03.07	A2B.02.01, A2B.02.04

	Common Core State Standards	•	Connections Academy	
	Mathematics	Algebra I	Geometry	Algebra II
	Write a function defined by an expression in different but equivalent forms to reveal and explain different			
	properties of the function:			
	a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme	A1B.01.01, A1B.03.03,		
	values, and symmetry of the graph, and interpret these in terms of a context.	A1B.03.04, A1B.03.05,		
F-IF.8	b. Use the properties of exponents to interpret expressions for exponential functions.	Throughout		A2A.05.02, A2A.05.04
		To be addressed by		
	Compare properties of two functions each represented in a different way (algebraically, graphically,	teachers and/or		
F-IF.9	numerically in tables, or by verbal descriptions).	LiveLesson session		
	Functions: Building Functions			
ld a funct	ion that models a relationship between two quantities			
	Write a function that describes a relationship between two quantities:			
	Determine an explicit expression, a recursive process, or steps for calculation from a context.			
	Combine standard function types using arithmetic operations.			
F-BF.1	Compose functions.	A1A.04.03, A1A.04.04		A2B.01.06
	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model			
F-BF.2	situations, and translate between the two forms.	A1A.04.08		A2B.05.02, A2B.05.03
ld new fu	nctions from existing functions			
	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, k $f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k			
	(both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an			
	explanation of the effects on the graph using technology. Include recognizing even and odd functions from			
F-BF.3	their graphs and algebraic expressions for them.	A1A.05.07, A1B.04.05		A2A.02.07
	Find inverse functions:			
	Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for			
	the inverse.			
	Verify by composition that one function is the inverse of another.	To be addressed by		
	Read values of an inverse function from a graph or a table, given that the function has an inverse.	teachers and/or		
F-BF.4	Produce an invertible function from a non-invertible function by restricting the domain.	LiveLesson session		A2B.01.07
		To be addressed by		
	Understand the inverse relationship between exponents and logarithms and use this relationship to solve	teachers and/or		A2B.02.06, A2B.02.07,
F-BF.5	problems involving logarithms and exponents.	LiveLesson session		A2B.02.08
	Functions: Linear, Quadratic, & Exponential Models			
nstruct an	d compare linear, quadratic, and exponential models and solve problems			
	Distinguish has a second second by a second			
	Distinguish between situations that can be modeled with linear functions and with exponential functions:			
	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions			
	grow by equal factors over equal intervals.			
	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.			A2A.01.05, A2A.01.06,
	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval	A1B.01.06, A1B.01.07,		A2A.02.02, A2A.02.06,
F-LE.1	relative to another.	A1B.03.07		Throughout
		444 04 00 445 04 05		424 02 02 121 02 5
	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a	A1A.04.08, A1B.01.06,		A2A.02.03, A2A.02.04,
F-LE.2	description of a relationship, or two input-output pairs (include reading these from a table).	A1B.01.07	GA.03.07	A2A.02.05
	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity			
	increasing linearly, quadratically, or (more generally) as a polynomial function.	A1B.01.06		
F-LE.3		1	Ī	
	For exponential models, express as a logarithm the solution to abct = d where a, c, and d are numbers and			
F-LE.4	the base b is 2, 10, or e; evaluate the logarithm using technology.			
F-LE.4	· · · · · · · · · · · · · · · · · · ·	A1A.05.01, A1A.05.02		

	Common Core State Standards Mathematics	Connections Academy Algebra I	Connections Academy Geometry	Connections Academy Algebra II
Extend the d	omain of trigonometric functions using the unit circle			
		To be addressed by		
		teachers and/or		
F-TF.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	LiveLesson session		
		To be addressed by		
	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all	teachers and/or		
F-TF.2	real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	LiveLesson session		
	Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and	To be addressed by		
	use the unit circle to express the values of sine, cosines, and tangent for x , $\pi + x$, and $2\pi - x$ in terms of their	teachers and/or		
F-TF.3	values for x, where x is any real number.	LiveLesson session		
		To be addressed by		
		teachers and/or		
F-TF.4	Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	LiveLesson session		
Model perio	dic phenomena with trigonometric functions			
		To be addressed by		
	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and	teachers and/or		
F-TF.5	midline.	LiveLesson session		
		To be addressed by		
	Understand that restricting a trigonometric function to a domain on which it is always increasing or always	teachers and/or		
F-TF.6	decreasing allows its inverse to be constructed.	LiveLesson session		
	Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the			
F-TF.7	solutions using technology, and interpret them in terms of the context.	A1B.04.06		
rove and ap	pply trigonometric identities			
		To be addressed by		
	Prove the Pythagorean identity $\sin 2(\theta) + \cos 2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$,	teachers and/or		
F-TF.8	$cos(\theta)$, or $tan(\theta)$ and the quadrant of the angle.	LiveLesson session		
		To be addressed by		
		teachers and/or		
F-TF.9	Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.	LiveLesson session		
1 11.5	Geometry: Congruence	EIVELESSOIT SESSIOTI		
xperiment	with transformations in the plane			
	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the			
G-CO.1	undefined notions of point, line, distance along a line, and distance around a circular arc.	A1A.05.06	GA.01.02	
0 00.1	Represent transformations in the plane using, e.g., transparencies and geometry software; describe	7 127 1103100	0,1101101	
	transformations as functions that take points in the plane as inputs and give other points as outputs.			
	Compare transformations that preserve distance and angle to those that do not (e.g., translation versus		GB.03.01, GB.03.02,	
G-CO.2	horizontal stretch).		GB.03.03	A2A.02.07
0 00.2	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that		GB.03.03	A2A.02.07
G-CO.3	carry it onto itself.		GB.03.04	
0 00.3	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines,		GB.03.01, GB.03.02,	
G-CO.4	parallel lines, and line segments.		GB.03.03	
U-CU.4	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g.,		GD.UJ.UJ	
	graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a		GB.03.01, GB.03.02,	
G-CO.5	given figure onto another.		GB.03.03	
	congruence in terms of rigid motions		GD.UJ.UJ	
Jiluerstanu	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid			
C CC C	motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to		CA 04 01 CA 04 04	
G-CO.6	decide if they are congruent.		GA.04.01, GA.04.04	
c cc =	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and		64 64 64 64 64 64	
G-CO.7	only if corresponding pairs of sides and corresponding pairs of angles are congruent.		GA.04.01, GA.04.04	

1	Common Core State Standards Mathematics	Connections Academy Algebra I	Connections Academy Geometry	Connections Academy Algebra II
G-CO.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence		CA 04 02 CA 04 02	
	in terms of rigid motions. tric theorems		GA.04.02, GA.04.03	
Tove geome	tile trieorenis			
	Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal			
	crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points		GA.01.05, GA.03.01,	
G-CO.9	on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.		GA.03.02	
u-co.9	on a perpendicular disector of a line segment are exactly those equidistant from the segment s endpoints.		GA.03.02	
G-CO.10	Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.		GA.05.01	
	Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are			
	congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms			
G-CO.11	with congruent diagonals.		GA.06.02	
lake geome	tric constructions			
G-CO.12 G-CO.13	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.		GA.01.06 GA.03.06	
d-CO.13	Geometry: Similarity, Right Triangles, & Trigonometry		GA.03.00	
Inderstand s	similarity in terms of similarity transformations			
C CDT 4	Verify experimentally the properties of dilations given by a center and a scale factor: A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.		CD 03 05	
G-SRT.1	The dilation of a line segment is longer or shorter in the ratio given by the scale factor.		GB.03.05	
G-SRT.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.		GB.01.03. GB.01.04	
G-SRT.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.		GB.01.03	
	ms involving similarity			
G-SRT.4	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.		GB.01.03	
			GB.01.02, GB.01.03,	
	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric		GB.01.04, GB.01.05,	
G-SRT.5	figures.		Throughout	
efine trigon	ometric ratios and solve problems involving right triangles			
	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading		GB.02.02, GB.02.03,	
G-SRT.6	to definitions of trigonometric ratios for acute angles.		GB.02.04	
G-SRT.7	Explain and use the relationship between the sine and cosine of complementary angles.		GB.02.03	
G-SRT.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	A1B.04.01	GB.02.01, GB.02.03	
ply trigono	ometry to general triangles			
G-SRT.9	Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	To be addressed by teachers and/or LiveLesson session		

	Common Core State Standards Mathematics	Connections Academy Algebra I	Connections Academy Geometry	Connections Academy Algebra II
		To be addressed by	-	_
		teachers and/or		
G-SRT.10	Prove the Laws of Sines and Cosines and use them to solve problems.	LiveLesson session		
	Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and			
G-SRT.11	non-right triangles (e.g., surveying problems, resultant forces).	A1B.04.01		
	Geometry: Circles			
nderstand a	nd apply theorems about circles			
		To be addressed by		
		teachers and/or		
G-C.1	Prove that all circles are similar.	LiveLesson session		
	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship		GB.06.01, GB.06.02,	
	between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the		GB.06.03, GB.06.04,	
G-C.2	radius of a circle is perpendicular to the tangent where the radius intersects the circle.		Throughout	
		To be addressed by	5	
	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a	teachers and/or		
G-C.3	quadrilateral inscribed in a circle.	LiveLesson session		
0 0.5	quadriateria inscrised in a circle.	To be addressed by		
		teachers and/or		
G-C.4	Construct a tangent line from a point outside a given circle to the circle.	LiveLesson session		
	ths and areas of sectors of circles	LIVELESSOIT SESSIOTI		
lita are renge	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the	To be addressed by		
	radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for			
G-C.5	the area of a sector.	LiveLesson session		
0-0.5	Geometry: Expressing Geometric Properties with Equations	LIVELESSOIT SESSIOTI		
ranslate het	ween the geometric description and the equation for a conic section			
Tarislate bet	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the			
G-GPE.1	square to find the center and radius of a circle given by an equation.		GB.06.05	A2B.04.03
G-GPE.2	Derive the equation of a parabola given a focus and directrix.		GB.00.03	A2B.04.02
G GI L.Z	Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of			A20.04.02
G-GPE.3	distances from the foci is constant.			A2B.04.04, A2B.04.05
	tes to prove simple geometric theorems algebraically			A20.04.04, A20.04.03
- Coordina		To be addressed by		
		teachers and/or		
G-GPE.4	Use coordinates to prove simple geometric theorems algebraically.	LiveLesson session	GA.06.07, GA.06.08	
0 01 2.4	ose coordinates to prove simple geometric dicoreins digestratedly.	EIVELESSOIT SESSIOTI	G/1.00.07, G/1.00.00	
	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g.,			
G-GPE.5	find the equation of a line parallel or perpendicular to a given line that passes through a given point).	A1A.05.06	GA.03.07, GA.03.08	
G GFL.J	into the equation of a fine parameter of perpendicular to a given fine that passes through a given point).	To be addressed by	57.03.07, GA.03.00	
	Find the point on a directed line segment between two given points that partitions the segment in a given	teachers and/or		
G-GPE.6	ratio.	LiveLesson session		
G-GPE.0	ratio.	To be addressed by		
	Use coordinates to compute perimeters of polygons and areas of triangles and restangles and restangles	· ·		
C CDF 7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the	teachers and/or		
G-GPE.7	distance formula.	LiveLesson session		
volain value	Geometry: Geometric Measurement & Dimension ne formulas and use them to solve problems			
xpiairi volun	le formulas and use them to solve problems	To be addressed by		
	Give an informal argument for the formulas for the circumference of a circle area of a circle			
C C14D 1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a	teachers and/or		
G-GMD.1	cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	LiveLesson session		

	Common Core State Standards Mathematics	Connections Academy Algebra I	Connections Academy Geometry	Connections Academy Algebra II
G-GMD.2	Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	To be addressed by teachers and/or LiveLesson session		
			GB.05.04. GB.05.05,	
	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.		GB.05.06	
isualize rela	tionships between two-dimensional and three-dimensional objects			
C CMD 4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-			A 3 D 0 A 0 A
G-GIVID.4	dimensional objects generated by rotations of two-dimensional objects. Geometry: Modeling with Geometry			A2B.04.01
	cric concepts in modeling situations			
ppry geomet	The Concepts in modeling situations		GB.05.02, GB.05.03,	
	Use a constraint the constraint and the constraint		· · · · · · · · · · · · · · · · · · ·	
	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk		GB.05.04, GB.05.05,	
G-MG.1	or a human torso as a cylinder).	T. b dd db	Throughout	
	Application of design to be added to the control of	To be addressed by		
	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile,	teachers and/or		
G-MG.2	BTUs per cubic foot).	LiveLesson session		
		To be addressed by		
	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical	teachers and/or		
G-MG.3	constraints or minimize cost; working with typographic grid systems based on ratios).	LiveLesson session		
	Statistics & Probability: Interpreting Categorical & Quantitative Data			
1	epresent, and interpret data on a single count or measurement variable			
S-ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	A1B.06.02, A1B.06.04		A2B.06.03
	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and			
S-ID.2	spread (interquartile range, standard deviation) of two or more different data sets.	A1B.06.03		A2B.06.03
	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible			
S-ID.3	effects of extreme data points (outliers).	A1B.06.04		A2B.06.03
	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate			
	population percentages. Recognize that there are data sets for which such a procedure is not appropriate.			
S-ID.4	Use calculators, spreadsheets, and tables to estimate areas under the normal curve.			A2B.06.07
<mark>ımmarize, r</mark>	epresent, and interpret data on two categorical and quantitative variables			
	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in	To be addressed by		
	the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible	teachers and/or		
S-ID.5	associations and trends in the data.	LiveLesson session		
	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related:			
	a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use			
	given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential			
	models.	To be addressed by		
	b. Informally assess the fit of a function by plotting and analyzing residuals.	teachers and/or		
S-ID.6	c. Fit a linear function for a scatter plot that suggests a linear association.	LiveLesson session		
terpret line				
	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the			
S-ID.7	data.			A2A.02.02
		To be addressed by		
		teachers and/or		
S-ID.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.	LiveLesson session		
		To be addressed by		
		teachers and/or		
S-ID.9	Distinguish between correlation and causation.	LiveLesson session		
	Statistics & Probability: Making Inferences & Justifying Conclusions			
	nd evaluate random processes underlying statistical experiments			

	Common Core State Standards Mathematics	Connections Academy Algebra I	Connections Academy Geometry	Connections Academy Algebra II
S-IC.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	A1B.06.05		
3-IC.1	Sample from that population.	To be addressed by		
	Decide if a specified model is consistent with results from a given data-generating process, e.g., using	teachers and/or		
S-IC.2	simulation.	LiveLesson session		
	ences and justify conclusions from sample surveys, experiments, and observational studies	EIVELESSOTT SESSIOTT		
		To be addressed by		
	Recognize the purposes of and differences among sample surveys, experiments, and observational studies;	teachers and/or		
S-IC.3	explain how randomization relates to each.	LiveLesson session		
		To be addressed by		
	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error	teachers and/or		
S-IC.4	through the use of simulation models for random sampling.	LiveLesson session		
		To be addressed by		
	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences	teachers and/or		
S-IC.5	between parameters are significant.	LiveLesson session		
		To be addressed by		
		teachers and/or		
S-IC.6	Evaluate reports based on data.	LiveLesson session		
-	Statistics & Probability: Conditional Probability & the Rules of Probability			
Inderstand	independence and conditional probability and use them to interpret data			
	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the			
S-CP.1	outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	A1B.06.07		
	Understand that two events A and B are independent if the probability of A and B occurring together is the			
S-CP.2	product of their probabilities, and use this characterization to determine if they are independent.	A1B.06.08		A2B.03.08
	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and			
	B as saying that the conditional probability of A given B is the same as the probability of A, and the			
S-CP.3	conditional probability of B given A is the same as the probability of B.			A2B.03.08, A2B.06.02
	Construct and interpret two-way frequency tables of data when two categories are associated with each			
	object being classified. Use the two-way table as a sample space to decide if events are independent and to			
S-CP.4	approximate conditional probabilities.			A2B.03.08, A2B.06.01
	Recognize and explain the concepts of conditional probability and independence in everyday language and			
S-CP.5	everyday situations.	A1B.06.08		
Ise the rule	s of probability to compute probabilities of compound events in a uniform probability model			
1	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and			
S-CP.6	interpret the answer in terms of the model.			A2B.06.02
S-CP.7	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	A1B.06.08		A2B.03.08
	Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$,			
S-CP.8	and interpret the answer in terms of the model.			A2B.06.02
0.0-				
S-CP.9	Use permutations and combinations to compute probabilities of compound events and solve problems.	A1B.06.08		A2A.06.07
oloule to	Statistics & Probability: Using Probability to Make Decisions			
aiculate ex	Pocted values and use them to solve problems Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample.			
	Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample			
C N4D 4	space; graph the corresponding probability distribution using the same graphical displays as for data			A2D 0C 01
S-MD.1	distributions.			A2B.06.01
C 1 25 2	Colo later the control of color and control to the color of the color			12D 05 04
S-MD.2	Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	Į		A2B.06.01

	Common Core State Standards Mathematics	Connections Academy Algebra I	Connections Academy Geometry	Connections Academy Algebra II
	Develop a probability distribution for a random variable defined for a sample space in which theoretical			
S-ME	probabilities can be calculated; find the expected value.			A2B.06.01
	Develop a probability distribution for a random variable defined for a sample space in which probabilities			
S-MD	4 are assigned empirically; find the expected value.			A2B.06.01
Use prob	ability to evaluate outcomes of decisions			
	Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected			
	values:			
	a. Find the expected payoff for a game of chance.			
S-ME	5 b. Evaluate and compare strategies on the basis of expected values.			A2B.06.04, A2B.06.07
S-MD	6 Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).			A2B.06.05
	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a			
S-MD	7 hockey goalie at the end of a game).			A2B.06.07

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science K	Full or Partial
Strand I: Scientific Thinking and Practice Standard I:		
Understand the processes of scientific investigations and use inquiry and scientific ways of observing,		
experimenting, predicting and validating to think critically.		
K-4 Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and		
determine reasonableness of data.		
	KA.01.01, KA.01.02,	
	KA.01.03, KB.01.01,	
1. Use observation and questioning skills in science inquiry (e.g., What happens when something is pushed or	KB.01.02, KB.01.03,	
pulled?).	Throughout	Full
	KA.01.01, KA.01.02,	
	KA.01.03, KB.01.01,	
	KB.01.02, KB.01.03,	
2. Ask and answer questions about surroundings and share findings with classmates.	Throughout	Full
	KA.01.01, KA.01.02,	
	KA.01.03, KB.01.01,	
	KB.01.02, KB.01.03,	
3. Record observations and data with pictures, numbers, and/or symbols.	Throughout	Full
K-4 Benchmark II: Use scientific thinking and knowledge and communicate findings.	Ü	
g	KA.01.01, KA.01.02,	
	KA.01.03, KB.01.01,	
	KB.01.02, KB.01.03,	
1. Communicate observations and answer questions about surroundings.	Throughout	Full
K-4 Benchmark III: Use mathematical skills and vocabulary to analyze data, understand patterns and		
relationships, and communicate		
findings.		
111/411/201	KA.01.01, KA.01.02,	
	KA.01.03, KB.01.01,	
	KB.01.02, KB.01.03,	
1. Observe and describe the relative sizes and characteristics of objects (e.g., bigger, brighter, louder, smellier).		Full
11. Observe and describe the relative sizes and characteristics of objects (e.g., bigger, brighter, louder, smellier).	Tilloughout	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science K	Full or Partial
Strand II: Content of Science Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions		
between matter and energy.		
K-4 Benchmark I: Recognize that matter has different forms and properties.		
1. Observe that abjects are made of different types of materials (o.g. mostel plantic clath year)	KA.01.01, KA.01.02, KA.01.03, KB.01.01, KB.01.02, KB.01.03,	Full
1. Observe that objects are made of different types of materials (e.g., metal, plastic, cloth, wood).	Throughout KA.01.01, KA.01.02, KA.01.03, KB.01.01, KB.01.02, KB.01.03,	Full
2. Observe that different materials have different properties (e.g., color, odor).	Throughout	Full
K-4 Benchmark II: Know that energy is needed to get things done and that energy has different forms.		
1 Observation and another and a bottomic the sum wind allocations.	KA.04.01, KA.04.02, KA.04.03, KA.04.04,	FII
1. Observe how energy does things (e.g., batteries, the sun, wind, electricity).	KA.04.05	Full
K-4 Benchmark III: Identify forces and describe the motion of objects. 1. Observe things move in different ways (e.g., straight line, vibration, circular).	To be addressed by teachers and/or LiveLesson session	
2. Know that the position and motion of an object (direction or speed) are changed by pushing or pulling it.	To be addressed by teachers and/or LiveLesson session	
Strand II: Content of Science Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.		
K-4 Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science K	Full or Partial
	KB.03.01, KB.03.02,	
	KB.03.03, KB.03.04,	
	KB.03.05, KB.03.06,	
1. Identify major structures of common livings organisms (e.g., stems, leaves, and roots of plants; arms, wings,	KB.04.01, KB.04.02,	
and legs of animals).	KB.04.05	Full
	KB.03.01, KB.03.02,	
	KB.03.03, KB.03.04,	
	KB.03.05, KB.03.06,	
	KB.04.01, KB.04.02,	
2. Observe that differences exist among individual living organisms (e.g., plants, animals) of the same kind.	KB.04.05	Full
K-4 Benchmark II: Know that living things have similarities and differences and that living things change over time.		
	KB.03.01, KB.03.02,	
	KB.03.03, KB.03.04,	
	KB.03.05, KB.03.06,	
1. Observe and describe similarities and differences in the appearance and behavior of living organisms (e.g.,	KB.04.01, KB.04.02,	
plants, animals).	KB.04.05	Full
	KB.03.01, KB.03.02,	
	KB.03.03, KB.03.04,	
	KB.03.05, KB.03.06,	
	KB.04.01, KB.04.02,	
2. Observe that living organisms (e.g., plants, animals) closely resemble their parents.	KB.04.05	Full
K-4 Benchmark III: Know the parts of the human body and their functions.		
	KA.02.01, KA.02.02,	
1. Use the senses (e.g., sight, hearing, smell, taste, touch) to observe surroundings, and describe the	KA.02.03, KA.02.04,	
observations.	KA.02.05	Full
	KA.01.01, KA.01.02,	
	KA.01.03, KA.01.04,	
2. Identify the parts of the human body (e.g., legs, arms, head, hands) and the functions of these parts.	KA.01.05, KA.01.06	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science K	Full or Partial
Strand II: Content of Science		
Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe		
the interconnections		
among them, and the processes and interactions of Earth's systems.		
K-4 Benchmark I: Know the structure of the solar system and the objects in the universe.		
1. Observe that there are many objects in the night sky and that some are brighter than others.	KB.02.01, KB.02.02	Partial
2. Describe the location and movements of objects in the sky (e.g., stars, sun, moon).	KB.02.01, KB.02.02	Partial
K-4 Benchmark II: Know the structure and formation of Earth and its atmosphere and the processes that shape them.		
	KA.04.01, KA.04.02,	
	KA.04.03, KA.04.04,	
1. Observe that changes in weather occur from day to day and season to season.	KA.04.05	Full
	KA.04.01, KA.04.02,	
	KA.04.03, KA.04.04,	
2. Observe that the sun warms the land and water and they warm the air.	KA.04.05	Full
Strand III: Science and Society Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies.		
K-4 Benchmark I: Describe how science influences decisions made by individuals and societies.		
	To be addressed by	
	teachers and/or	
1. Recognize germs exist and may cause disease.	LiveLesson session	
	To be addressed by	
2. Describe how science helps provide products we use every day (e.g., gasoline for cars; electricity for lights,	teachers and/or	
refrigerators, TVs; gas or electricity for heating, cooking).	LiveLesson session	

New Mexico Standards for Science	Connections	Trill on Donation
Curriculum Correlation	Academy Science 1	Full or Partial
Strand I: Scientific Thinking and Practice		
K-4 Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and		
determine reasonableness of data.		
	1A.01.01, 1A.01.02,	
	1A.01.03, 1A.02.02	
	1A.03.04, 1B.01.04,	
1. Make observations, develop simple questions, and make comparisons of familiar situations (e.g., What does	1A.02.04, 1A.03.03,	
the seed look like when it starts to grow?)	Throughout	Full
2. Describe relationships between objects (e.g., above, next to, below) and predict the results of changing the	1B.05.01, 1B.05.02,	
relationships (e.g., When that block moves, what will happen to the one next to it?).	1B.05.03, 1B.05.04	Full
K-4 Benchmark II: Use scientific thinking and knowledge and communicate findings.		
	1A.01.01, 1A.01.02,	
	1A.01.03, 1A.02.02	
	1A.03.04, 1B.01.04,	
	1A.02.04, 1A.03.03,	
1. Know that simple investigations do not always turn out as planned.	Throughout	Full
K-4 Benchmark III: Use mathematical skills and vocabulary to analyze data, understand patterns and		
relationships, and communicate findings.		
	1A.01.01, 1A.01.02,	
	1A.01.03, 1A.02.02	
	1A.03.04, 1B.01.04,	
1. Use numbers and mathematical language (e.g., "addition" instead of "add to," "subtraction" instead of "take	1A.02.04, 1A.03.03,	
away") to describe phenomena.	Throughout	Full
Strand II: Content of Science		
Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of		
energy, and the interactions between matter and energy.		
K-4 Benchmark I: Recognize that matter has different forms and properties.		
	1B.03.01, 1B.03.02,	
	1B.03.03, 1B.03.04,	
1. Observe that the three states of matter (i.e., solids, liquids, and gases) have different properties (e.g., water	1B.04.01, 1B.04.02,	
can be liquid, ice, or steam).	1B.04.04	Full
	1B.03.01, 1B.03.02,	
2. Describe simple properties of matter (e.g., hardness, flexibility, transparency).	1B.03.03, 1B.03.04	Full

New Mexico Standards for Science	Connections	Sull on Doubled
Curriculum Correlation	Academy Science 1	Full or Partial
K-4 Benchmark II: Know that energy is needed to get things done and that energy has different forms.		
1. Observe how energy produces changes (e.g., heat melts ice, gas makes car go uphill, electricity makes TV	1B.06.01, 1B.06.02,	
work).	1B.06.04, 1B.06.05	Full
K-4 Benchmark III: Identify forces and describe the motion of objects.		
1. Describe ways to make things move, what causes them to stop, and what causes a change of speed, or	1B.05.01, 1B.05.02,	
change of direction.	1B.05.03, 1B.05.04	Full
	To be addressed by	
	teachers and/or	
2. Observe that gravity makes things fall to the ground unless something holds them up.	LiveLesson session	
Strand II: Content of Science		
Standard II (Life Science): Understand the properties, structures, and processes of living things and the		
interdependence of living things and their environments.		
K-4 Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.		
1. Know that living organisms (e.g., plants, animals) have needs (e.g., water, air, food, sunlight).	1A.02.01, 1A.04.03	Full
2. Know that living organisms (e.g., plants, animals) inhabit various environments and have various external	1A.05.01, 1A.05.02,	
features to help them satisfy their needs (e.g., leaves, legs, claws).	1A.05.03, 1A.05.04	Full
	1A.02.04, 1A.04.01,	
3. Describe the differences and similarities among living organisms (e.g., plants, animals).	1A.04.02	Full
4. Observe that living organisms (e.g., plants, animals) have predictable but varied life cycles.	1A.03.03, 1A.04.05	Full
K-4 Benchmark II: Know that living things have similarities and differences and that living things change over		
time.		
1. Identify differences between living and nonliving things.	1A.02.01	Full
2. Recognize the differences between mature and immature plants and animals (e.g., trees/seedlings,		
dogs/puppies, cats/kittens).	1A.03.03, 1A.04.05	Partial
K-4 Benchmark III: Know the parts of the human body and their functions.		
	To be addressed by	
	teachers and/or	
1. Describe simple body functions (e.g., breathing, eating).	LiveLesson session	
	To be addressed by	
	teachers and/or	
2. Describe the basic food requirements for humans.	LiveLesson session	

New Mexico Standards for Science	Connections	Full or Partial
Curriculum Correlation	Academy Science 1	
	To be addressed by	
3. Describe how some parts of human bodies differ from similar parts of other animals (e.g., hands and	teachers and/or	
feet/paws; ears).	LiveLesson session	
Chand II. Content of Science		
Strand II: Content of Science		
Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe the interconnections among them, and the processes and interactions of Earth's systems.		
K-4 Benchmark I: Know the structure of the solar system and the objects in the universe.		
R-4 Benchmark I. Know the structure of the solar system and the objects in the universe.	1B.02.01, 1B.02.02,	
1. Observe the changes that occur in the sky as day changes into night and night into day.	1B.02.03, 1B.02.04	Full
2. Describe the basic patterns of objects as they move through the sky:	18.02.03, 18.02.04	ruii
• sun appears in the day		
 moon appears at night but can sometimes be seen during the day 	1B.02.01, 1B.02.02,	
• sun and moon appear to move across the sky	1B.02.03, 1B.02.04,	
 moon appears to change shape over the course of a month. 	1B.02.05	Full
Indon appears to change shape over the course of a month.	1B.02.01, 1B.02.02,	ruii
	1B.02.03, 1B.02.04,	
3. Recognize that the sun, moon, and stars all appear to move slowly across the sky.	1B.02.05	Full
K-4 Benchmark II: Know the structure and formation of Earth and its atmosphere and the processes that	10.02.03	i dii
shape them.		
1. Know that simple tools can be used to measure weather conditions (e.g., thermometer, wind sock, hand	1B.01.01, 1B.01.02,	
held anemometer, rain gauge) and that measurements can be recorded from day to day and across seasons.	1B.01.04	Full
	1A.05.01, 1A.05.02,	
2. Know that there are different climates (e.g., desert, arctic, rainforest).	1A.05.03, 1A.05.04	Full
Strand III: Science and Society		
Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are		
influenced by, individuals and societies.		
K-4 Benchmark I: Describe how science influences decisions made by individuals and societies.		
	To be addressed by	
1. Know that germs can be transmitted by touching, breathing, and coughing, and that washing hands helps	teachers and/or	
prevent the spread of germs.	LiveLesson session	

	New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 1	Full or Partial
	2. Describe how science has assisted in creating tools (e.g., plows, knives, telephones, cell phones, computers)		
	to make life easier and more efficient.	1A.01.01, 1A.01.02	Partial
	3. Describe how tools and machines can be helpful, harmful, or both (e.g., bicycles, cars, scissors, stoves).	1A.01.01, 1A.01.02	Partial
		To be addressed by	
		teachers and/or	
L	4. Know that men and women of all ethnic and social backgrounds practice science and technology.	LiveLesson session	

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 2	Full or Partial
strand I: Scientific Thinking and Practice		
standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of		
bserving, experimenting, predicting and validating to think critically.		
K-4 Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and		
determine reasonableness of data.	24 24 24 24 24	
	2A.01.01, 2A.01.02,	
	2A.01.03, 2A.02.02,	
1. Conduct simple investigations (e.g. measure the sizes of plants of the same kind that are grown in sunlight	2B.01.03, 2B.02.05,	
and in shade).	2B.03.01, Throughout	Full
	2A.01.01, 2A.01.02,	
	2A.01.03, 2A.02.02,	
2. Use tools to provide information not directly available through only the senses (e.g., magnifiers, rulers,	2B.01.03, 2B.02.05,	
thermometers).	2B.03.01, Throughout	Full
	2A.01.01, 2A.01.02,	
	2A.01.03, 2A.02.02,	
	2B.01.03, 2B.02.05,	
3. Make predictions based on observed patterns as opposed to random guessing.	2B.03.01, Throughout	Full
	2A.01.01, 2A.01.02,	
	2A.01.03, 2A.02.02,	
	2B.01.03, 2B.02.05,	
4. Follow simple instructions for scientific investigation.	2B.03.01, Throughout	Full
K-4 Benchmark II: Use scientific thinking and knowledge and communicate findings.		
	2A.01.01, 2A.01.02,	
	2A.01.03, 2A.02.02,	
	2B.01.03, 2B.02.05,	
1. Understand that in doing science it is often helpful to work with a team and share findings.	2B.03.01, Throughout	Full
	2A.01.01, 2A.01.02,	
	2A.01.03, 2A.02.02,	
	2B.01.03, 2B.02.05,	
2. Make accurate observations and communicate findings about investigations.	2B.03.01, Throughout	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 2	Full or Partial
K-4 Benchmark III: Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.		
	2A.01.01, 2A.01.02,	
	2A.01.03, 2A.02.02,	
	2B.01.03, 2B.02.05,	
1. Record observations on simple charts or diagrams.	2B.03.01, Throughout	Full
	2A.01.01, 2A.01.02,	
	2A.01.03, 2A.02.02,	
2. Measure length, weight, and temperature with appropriate tools and express those measurements in	2B.01.03, 2B.02.05,	
accurate mathematical language.	2B.03.01, Throughout	Full
Strand II: Content of Science		
Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of		
energy, and the interactions between matter and energy.		
K-4 Benchmark I: Recognize that matter has different forms and properties.		
	2B.03.01, 2B.03.02,	
	2B.03.03, 2B.03.04,	
1. Observe that properties of substances can change when they are mixed, cooled, or heated (e.g., salt	2B.04.01, 2B.04.03,	
dissolves in water, ice melts).	2B.04.04, 2B.04.05	Full
2. Describe the changes that occur when substances are heated or cooled and change from one state of matter		
to another (i.e., solid, liquid, and gas).	2B.04.04, 2B.04.05	Full
K-4 Benchmark II: Know that energy is needed to get things done and that energy has different forms.		
1. Describe how heat can be produced (e.g., burning, rubbing, mixing some substances).	2B.06.01, 2B.06.02	Full
2. Know that heat moves more rapidly in thermal conductors (e.g., metal pan) than in insulators (e.g., plastic	2B.06.01, 2B.06.02	Full
	2B.06.01, 2B.06.02,	
3. Describe the usefulness of some forms of energy (e.g., electricity, sunlight, wind, sound) and how energy	2B.06.03, 2B.06.04,	
(e.g., heat, light,) can affect common objects (e.g., sunlight warms dark objects, heat melts candles).	2B.06.05, 2B.06.06	Full
4. Observe that sound is made by vibrating objects and describe it by its pitch and loudness.	2B.06.03	Full
	To be addressed by	
	teachers and/or	
5. Recognize that moving objects carry energy (kinetic energy).	LiveLesson session	

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 2	Full or Partial
K-4 Benchmark III: Identify forces and describe the motion of objects.		
1. Describe how the strength of a push or pull affects the change in an object's motion (e.g., how a big or small	2B.05.01, 2B.05.02,	
push affects how high a swing rises).	2B.05.03	Full
2. Observe that electrically charged materials and magnets attract and repel each other, and observe their	2B.05.05, 2B.05.06,	
effects on other kinds of materials.	2B.06.06	Full
Strand II: Content of Science		
Standard II (Life Science): Understand the properties, structures, and processes of living things and the		
interdependence of living things and their environments.		
K-4 Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.		
	2A.04.01, 2A.04.03,	
	2A.05.01, 2A.05.02,	
1. Observe that diversity exists among individuals within a population.	2A.05.04	Partial
	To be addressed by	
	teachers and/or	
2. Observe and describe various shapes of fungi.	LiveLesson session	
	To be addressed by	
	teachers and/or	
3. Know that bacteria and viruses are germs.	LiveLesson session	
K-4 Benchmark II: Know that living things have similarities and differences and that living things change over time.		
1. Explain that stages of the life cycle are different for different animals (e.g., mouse, cat, horse, butterfly,		
frog).	2A.03.03	Full
2. Observe that many characteristics of the offspring of living organisms (e.g., plants or animals) are inherited		
from their parents.	2A.02.04	Partial
3. Observe how the environment influences some characteristics of living things (e.g., amount of sunlight		
required for plant growth).	2A.02.01	Partial
K-4 Benchmark III: Know the parts of the human body and their functions.		
	To be addressed by	
	teachers and/or	
1. Identify a variety of human organs (e.g., lungs, heart, stomach, brain).	LiveLesson session	

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 2	Full or Partial
	To be addressed by	
2. Know that various nutrients are required for specific parts and functions of the body (e.g., milk for bones and		
teeth, protein for muscles, sugar for energy).	LiveLesson session	
	To be addressed by	
	teachers and/or	
3. Identify the functions of human systems (e.g., respiratory, circulatory, digestive).	LiveLesson session	
Channel III. Combont of Colomb		
Strand II: Content of Science		
Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe	,	
the interconnections among them, and the processes and interactions of Earth's systems.		
K-4 Benchmark I: Know the structure of the solar system and the objects in the universe.		
1. Observe that the phase of the moon appears a little different every day but looks the same again after about		5 II
four weeks.	2B.02.04, 2B.02.05	Full
	2B.02.01, 2B.02.02,	
	2B.02.03,	5 II
2. Observe that some objects in the night sky are brighter than others.	2B.02.04,2B.02.05	Full
3. Know that the sun is a star.	2B.02.06	Partial
K-4 Benchmark II: Know the structure and formation of Earth and its atmosphere and the processes that		
shape them.1. Know that rocks have different shapes and sizes (e.g., boulders, pebbles, sand) and that smaller rocks result		
	24 07 01 24 07 02	Full
from the breaking and weathering of larger rocks. 2. Understand that rocks are made of materials with distinct properties.	2A.07.01, 2A.07.02 2A.07.01, 2A.07.02	Full
3. Know that soil is made up of weathered rock and organic materials, and that soils differ in their capacity to	ZA.U7.U1, ZA.U7.UZ	ruii
support the growth of plants.	2A.07.03, 2A.07.04	Full
4. Recognize the characteristics of the seasons.	2B.02.03	Partial
Strand III: Science and Society	20.02.03	r ai tiai
Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are		
influenced by, individuals and societies.		
K-4 Benchmark I: Describe how science influences decisions made by individuals and societies.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 2	Full or Partial
	To be addressed by	
	teachers and/or	
1. Describe ways to prevent the spread of germs (e.g., soap, bleach, cooking).	LiveLesson session	
	To be addressed by	
2. Know that science has ways to help living things avoid sickness or recover from sickness (e.g., vaccinations,	teachers and/or	
medicine) and adult supervision is needed to administer them.	LiveLesson session	
	To be addressed by	
3. Know that some materials are better than others for making particular things (e.g., paper, cardboard, plastic	teachers and/or	
metal, fiberglass, wood).	LiveLesson session	
	2A.01.01, 2A.01.02,	
	2A.01.03, 2A.02.02,	
	2B.01.03, 2B.02.05,	
4. Understand that everybody can do science, invent things, and formulate ideas.	2B.03.01, Throughout	Full
	2A.01.01, 2A.01.02,	
	2A.01.03, 2A.02.02,	
5. Know that science has discovered many things about objects, events, and nature and that there are many	2B.01.03, 2B.02.05,	
more questions to be answered.	2B.03.01, Throughout	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 3	Full or Partial
trand I: Scientific Thinking and Practice		
tandard I: Understand the processes of scientific investigations and use inquiry and scientific ways of		
bserving, experimenting, predicting and validating to think critically.		
K-4 Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and		
determine reasonableness of data.		
	3A.01.01, 3A.01.02,	
	3A.02.03, 3A.02.05,	
1. Make new observations when discrepancies exist between two descriptions of the same object or	3B.01.07, 3B.02.02,	
phenomenon to improve accuracy.	3B.03.03, Throughout	Full
	3A.01.01, 3A.01.02,	
	3A.02.03, 3A.02.05,	
	3B.01.07, 3B.02.02,	
2. Recognize the difference between data and opinion.	3B.03.03, Throughout	Full
	3A.01.01, 3A.01.02,	
	3A.02.03, 3A.02.05,	
	3B.01.07, 3B.02.02,	
3. Use numerical data in describing and comparing objects, events, and measurements.	3B.03.03, Throughout	Full
	3A.01.01, 3A.01.02,	
	3A.02.03, 3A.02.05,	
	3B.01.07, 3B.02.02,	
4. Collect data in an investigation and analyze those data.	3B.03.03, Throughout	Full
	3A.01.01, 3A.01.02,	
	3A.02.03, 3A.02.05,	
5. Know that the same scientific laws govern investigations in different times and places (e.g., gravity, growing		
plants).	3B.03.03, Throughout	Full
K-4 Benchmark II: Use scientific thinking and knowledge and communicate findings.	,	
	3A.01.01, 3A.01.02,	
	3A.02.03, 3A.02.05,	
	3B.01.07, 3B.02.02,	
1. Use a variety of methods to display data and present findings.	3B.03.03, Throughout	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 3	Full or Partial
	3A.01.01, 3A.01.02,	
	3A.02.03, 3A.02.05,	
	3B.01.07, 3B.02.02,	
2. Understand that predictions are based on observations, measurements, and cause-and-effect relationships.	3B.03.03, Throughout	Full
K-4 Benchmark III: Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.		
general designation of the second sec	3A.01.01, 3A.01.02,	
	3A.02.03, 3A.02.05,	
	3B.01.07, 3B.02.02,	
1. Use numerical data in describing and comparing objects, events, and measurements.	3B.03.03, Throughout	Full
	3A.01.01, 3A.01.02,	
	3A.02.03, 3A.02.05,	
	3B.01.07, 3B.02.02,	
2. Pose a question of interest and present observations and measurements with accuracy.	3B.03.03, Throughout	Full
	3A.01.01, 3A.01.02,	
	3A.02.03, 3A.02.05,	
3. Use various methods to display data and present findings and communicate results in accurate	3B.01.07, 3B.02.02,	
mathematical language.	3B.03.03, Throughout	Full
Strand II: Content of Science Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.		
K-4 Benchmark I: Recognize that matter has different forms and properties.		
1. Identify and compare properties of pure substances and mixtures (e.g., sugar, fruit juice).	3B.05.04, 3B.05.06	Full
2. Separate mixtures based on properties (e.g., by size or by substance; rocks and sand, iron filings and sand, salt and sand).	3B.05.04, 3B.05.06	Full
K-4 Benchmark II: Know that energy is needed to get things done and that energy has different forms.		
1. Understand that light is a form of energy and can travel through a vacuum.	3B.07.04	Full
2. Know that light travels in a straight line until it strikes an object and then it is reflected, refracted, or		
absorbed.	3B.07.04	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 3	Full or Partial
	3B.05.01, 3B.05.02,	
3. Measure energy and energy changes (e.g., temperature changes).	3B.07.01, 3B.07.02	Full
4. Construct charts or diagrams that relate variables associated with energy changes (e.g., melting of ice over	3B.05.01, 3B.05.02,	
time).	3B.07.01, 3B.07.02	Full
K-4 Benchmark III: Identify forces and describe the motion of objects.		
1. Recognize that magnets can produce motion by attracting some materials (e.g., steel) and have no effect on		
others (e.g., plastics).	3B.06.02, 3B.06.03	Full
2. Describe how magnets have poles (N and S) and that like poles repel each other while unlike poles attract.	3B.06.02, 3B.06.03	Full
	3B.06.01, 3B.06.02,	
3. Observe that some forces produce motion without objects touching (e.g., magnetic force on nails).	3B.06.03	Full
4. Describe motion on different time scales (e.g., the slow motion of a plant toward light, the fast motion of a tuning fork).	3B.06.01	Partial
Strand II: Content of Science Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.		
K-4 Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.		
1. Know that an adaptation in physical structure or behavior can improve an organism's chance for survival	3A.03.05, 3A.04.06,	
(e.g., horned toads, chameleons, cacti, mushrooms).	3A.04.07, 3A.04.08	Full
2. Observe that plants and animals have structures that serve different functions (e.g., shape of animals'	3A.02.03, 3A.02.04,	
teeth).	3A.02.06	Full
3. Classify common animals according to their observable characteristics (e.g., body coverings, structure).	3A.02.07, 3A.02.08	Full
4. Classify plants according to their characteristics (e.g., tree leaves, flowers, seeds).	3A.02.04	Full
K-4 Benchmark II: Know that living things have similarities and differences and that living things change over		
time.		
	3A.04.01, 3A.04.02,	
	3A.04.03, 3A.04.04,	
1. Identify how living things cause changes to the environments in which they live, and that some of these	3A.04.05, 3A.05.01,	
changes are detrimental to the organism and some are beneficial.	3A.05.02, 3A.04.03	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 3	Full or Partial
2. Know that some kinds of organisms that once lived on Earth have become extinct (e.g., dinosaurs) and that		
others resemble those that are alive today (e.g., alligators, sharks).	3A.05.04	Partial
K-4 Benchmark III: Know the parts of the human body and their functions.		
	To be addressed by	
	teachers and/or	
1. Know that bacteria and viruses are germs that affect the human body.	LiveLesson session	
	To be addressed by	
	teachers and/or	
2. Describe the nutrients needed by the human body.	LiveLesson session	
Strand II: Content of Science Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.		
K-4 Benchmark I: Know the structure of the solar system and the objects in the universe.	20.02.04.20.02.02	
	3B.03.01, 3B.03.02,	
1. Describe the objects in the solar system (e.g., sun, Earth and other planets, moon) and their features (e.g.,	3B.03.03, 3B.03.04,	e "
size, temperature).	3B.03.05	Full
	3B.03.01, 3B.03.02,	
	3B.03.03, 3B.03.04,	e "
2. Describe the relationships among the objects in the solar system (e.g., relative distances, orbital motions).	3B.03.05	Full
3. Observe that the pattern of stars stays the same as they appear to move across the sky nightly.	3B.03.05	Full Full
4. Observe that different constellations can be seen in different seasons.	3B.03.01, 3B.03.05	Full
	To be addressed by	
E Maria di Maria da Cara di Ca	teachers and/or	
5. Know that telescopes enhance the appearance of some distant objects in the sky (e.g., the moon, planets).	LiveLesson session	
K-4 Benchmark II: Know the structure and formation of Earth and its atmosphere and the processes that		
shape them.	24.00.01.24.00.02	
1 Kanadahat Fasti/a fastassa ana agatasti, ahangad basa agatisatian afalassa ada sa ili sa sa sa ili sa	3A.06.01, 3A.06.02,	
1. Know that Earth's features are constantly changed by a combination of slow and rapid processes that	3A.06.03, 3A.06.04,	
include the action of volcanoes, earthquakes, mountain building, biological changes, erosion, and weathering.	3A.06.05, 3A.06.06	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 3	Full or Partial
2. Know that fossils are evidence of earlier life and provide data about plants and animals that lived long ago.	3A.05.04, 3B.01.05	Full
3. Know that air takes up space, is colorless, tasteless, and odorless, and exerts a force.	3B.01.06, 3B.01.07	Partial
4. Identify how water exists in the air in different forms (e.g., in clouds and fog as tiny droplets; in rain, snow, and hail) and changes from one form to another through various processes (e.g., freezing/condensation,		
precipitation, evaporation). Strand III: Science and Society	3B.02.03, 3B.02.04	Full
Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies.		
K-4 Benchmark I: Describe how science influences decisions made by individuals and societies.		
	To be addressed by	
1. Describe how food packaging (e.g., airtight containers, date) and preparation (heating, cooling, salting,	teachers and/or	
smoking, drying) extend food life and the safety of foods (e.g., elimination of bacteria).	LiveLesson session	
2. Know that science produces information for the manufacture and recycling of materials (e.g., materials that	To be addressed by teachers and/or	
can be recycled [aluminum, paper, plastic] and others that cannot [gasoline]).	LiveLesson session	
3. Know that naturally occurring materials (e.g., wood, clay, cotton, animal skins) may be processed or combined with other materials to change their properties.	To be addressed by teachers and/or LiveLesson session	
4. Know that using paisage can reduce the demand to group squard by redepts would and insects but their	To be addressed by	
4. Know that using poisons can reduce the damage to crops caused by rodents, weeds, and insects, but their use may harm other plants, animals, or the environment.	teachers and/or LiveLesson session	

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 4	Full or Partial
trand I: Scientific Thinking and Practice		
tandard I: Understand the processes of scientific investigations and use inquiry and scientific ways of		
bserving, experimenting, predicting and validating to think critically.		
K-4 Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and		
determine reasonableness of data.		
	4A.03.03, 4A.06.09,	
	4A.07.05, 4B.01.06,	
	4B.04.07, 4B.05.06,	
1. Use instruments to perform investigations (e.g., timers, balances) and communicate findings.	Throughout	Full
	4A.03.03, 4A.06.09,	
	4A.07.05, 4B.01.06,	
2. Differentiate observation from interpretation and understand that a scientific explanation comes in part	4B.04.07, 4B.05.06,	
from what is observed and in part from how observation is interpreted.	Throughout	Full
	4A.03.03, 4A.06.09,	
	4A.07.05, 4B.01.06,	
3. Conduct multiple trials to test a prediction, draw logical conclusions, and construct and interpret graphs	4B.04.07, 4B.05.06,	
from measurements.	Throughout	Full
	4A.03.03, 4A.06.09,	
	4A.07.05, 4B.01.06,	
4. Collect data in an investigation using multiple techniques, including control groups, and analyze those data	4B.04.07, 4B.05.06,	
to determine what other investigations could be conducted to validate findings.	Throughout	Full
K-4 Benchmark II: Use scientific thinking and knowledge and communicate findings.		
	4A.03.03, 4A.06.09,	
	4A.07.05, 4B.01.06,	
1. Communicate ideas and present findings about scientific investigations that are open to critique from	4B.04.07, 4B.05.06,	
others.	Throughout	Full
	4A.03.03, 4A.06.09,	
	4A.07.05, 4B.01.06,	
2. Describe how scientific investigations may differ from one another (e.g., observations of nature,	4B.04.07, 4B.05.06,	
measurements of things changing over time).	Throughout	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 4	Full or Partial
	4A.03.03, 4A.06.09,	
	4A.07.05, 4B.01.06,	
3. Understand how data are used to explain how a simple system functions (e.g., a thermometer to measure	4B.04.07, 4B.05.06,	
heat loss as water cools).	Throughout	Full
K-4 Benchmark III: Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings.		
	4A.03.03, 4A.06.09,	
	4A.07.05, 4B.01.06,	
	4B.04.07, 4B.05.06,	
1. Conduct multiple trials using simple mathematical techniques to make and test predictions.	Throughout	Full
	4A.03.03, 4A.06.09,	
	4A.07.05, 4B.01.06,	
	4B.04.07, 4B.05.06,	
2. Use mathematical equations to formulate and justify predictions based on cause-and-effect relationships.	Throughout	Full
	4A.03.03, 4A.06.09,	
	4A.07.05, 4B.01.06,	
3. Identify simple mathematical relationships in a scientific investigation (e.g., the relationship of the density of		
materials that will or will not float in water to the density of water).	Throughout	Full
Strand II: Content of Science Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.		
K-4 Benchmark I: Recognize that matter has different forms and properties.		
	4B.03.01, 4B.03.02,	
	4B.03.03, 4B.03.04,	
	4B.04.01, 4B.04.02,	
1. Know that changes to matter may be chemical or physical and when two or more substances are combined,	4B.04.03, 4B.04.04,	
a new substance may be formed with properties that are different from those of the original substances (e.g.,	4B.04.05, 4B.04.06,	
white glue and borax, cornstarch and water, vinegar and baking soda).	4B.04.07	Full
	To be addressed by	
2. Know that materials are made up of small particles (atoms and molecules) that are too small to see with the	teachers and/or	
naked eye.	LiveLesson session	

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 4	Full or Partial
	4B.04.01, 4B.04.02,	
	4B.04.03, B4.04.04,	
3. Know that the mass of the same amount of material remains constant whether it is together, in parts, or in a	· · · · · · · · · · · · · · · · · · ·	
different state.	4B.04.07	Full
K-4 Benchmark II: Know that energy is needed to get things done and that energy has different forms.		
<u> </u>	4B.06.01, 4B.06.02,	
	4B.06.03, 4B.06.04,	
	4B.06.05, 4B.06.06,	
1. Identify the characteristics of several different forms of energy and describe how energy can be converted	4B.06.07, 4B.06.08,	
from one form to another (e.g., light to heat, motion to heat, electricity to heat, light, or motion). 2. Recognize that energy can be stored in many ways (e.g., potential energy in gravity or springs, chemical	4B.06.09, 4B.06.10	Full
energy in batteries).	4B.05.04	Partial
vacuum (e.g., x-ray, television, radio).	4B.06.04.4B.06.05	Full
	4B.06.06, 4B.06.07,	
4. Demonstrate how electricity flows through a simple circuit (e.g., by constructing one).	4B.06.08	Full
K-4 Benchmark III: Identify forces and describe the motion of objects.		
	4B.06.01, 4B.06.02,	
	4B.06.03, 4B.06.04,	
	4B.06.05, 4B.06.06,	
1. Know that energy can be carried from one place to another by waves (e.g., water waves, sound waves), by	4B.06.07, 4B.06.08,	
electric currents, and by moving objects.	4B.06.09, 4B.06.10	Full
2. Describe the motion of an object by measuring its change of position over a period of time.	4B.05.01, 4B.05.02	Full
3. Describe that gravity exerts more force on objects with greater mass (e.g., it takes more force to hold up a		
heavy object than a lighter one).	4B.05.01	Partial
4. Describe how some forces act on contact and other forces act at a distance (e.g., a person pushing a rock		
versus gravity acting on a rock).	4B.05.01	Partial
Strand II: Content of Science		
Standard II (Life Science): Understand the properties, structures, and processes of living things and the		
interdependence of living things and their environments.		
K-4 Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 4	Full or Partial
	4A.02.06, 4A.02.07,	
	4A.02.08, 4A.02.09,	
	4A.03.01, 4A.03.02,	
Explain that different living organisms have distinctive structures and body systems that serve specific	4A.03.03, 4A.03.04,	
functions (e.g., walking, flying, swimming).	4A.03.05, 4A.03.06	Full
	To be addressed by	
Know that humans and other living things have senses to help them detect stimuli, and that sensations (e.g.,	teachers and/or	
hunger) and stimuli (e.g., changes in the environment) influence the behavior of organisms.	LiveLesson session	
Describe how roots are associated with the intake of water and soil nutrients and green leaves are associated		
with making food from sunlight (photosynthesis).	4A.02.06	Full
	4A.04.01, 4A.04.02,	
Describe the components of and relationships among organisms in a food chain (e.g., plants are the primary	4A.04.03, 4A.04.04,	
source of energy for living systems).	4A.04.05	Full
5. Describe how all living things are made up of smaller units that are called cells.	4A.02.01, 4A.02.02	Full
K-4 Benchmark II: Know that living things have similarities and differences and that living things change over time.		
1. Know that in any particular environment some kinds of plants and animals survive well, some survive less	4A.05.01, 4A.05.02,	
well, and others cannot survive at all.	4A.05.03	Full
2. Know that a change in physical structure or behavior can improve an organism's chance of survival (e.g., a	4A.05.01, 4A.05.02,	
chameleon changes color, a turtle pulls its head into its shell, a plant grows toward the light).	4A.05.03	Full
3. Describe how some living organisms have developed characteristics from generation to generation to	4A.05.01, 4A.05.02,	FII
improve chances of survival (e.g., spines on cacti, long beaks on hummingbirds, good eyesight on hawks). K-4 Benchmark III: Know the parts of the human body and their functions.	4A.05.03	Full
1. Know that the human body has many parts that interact to function as systems (e.g., skeletal, muscular) and		
describe the parts and their specific functions in selected systems (e.g., the nose, lungs, and diaphragm in the		
	4A.03.04	Partial
respiratory system).	4A.02.01, 4A.02.02,	r ai tidi
2. Recognize that the human body is organized from cells, to tissues, to organs, to systems, to the organism.	4A.03.04	Full
12. Necognize that the human body is diganized from cells, to tissues, to digans, to systems, to the diganism.	14A.U3.U4	ı uli

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 4	Full or Partial
Strand II: Content of Science		
Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.		
K-4 Benchmark I: Know the structure of the solar system and the objects in the universe.		
1. Understand that the number of stars visible through a telescope is much greater than the number visible to		
the naked eye.	4B.02.06	Partial
	To be addressed by	
2. Know that there are various types of telescopes that use different forms of light to observe distant objects in	teachers and/or	
the sky.	LiveLesson session	
3. Know that the pattern of stars (e.g., constellations) stays the same although they appear to move across the		
sky nightly due to Earth's rotation.	4B.02.06	Partial
K-4 Benchmark II: Know the structure and formation of Earth and its atmosphere and the processes that		
shape them.		
1. Know that the properties of rocks and minerals reflect the processes that shaped them (i.e., igneous,	4A.07.01, 4A.07.02,	
metamorphic, and sedimentary rocks).	4A.07.03	Full
	4B.01.01, 4B.01.04,	
2. Describe how weather patterns generally move from west to east in the United States.	4B.01.06	Full
3. Know that local weather information describes patterns of change over a period of time (e.g., temperature,		
precipitation symbols, cloud conditions, wind speed/direction).	4B.01.04	Full
Strand III: Science and Society		
Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are		
influenced by, individuals and societies.		
K-4 Benchmark I: Describe how science influences decisions made by individuals and societies.		
1. Know that science has identified substances called pollutants that get into the environment and can be	4A.05.04, 4A.05.05,	
harmful to living things.	4A.07.07, 4A.07.08	Full
	To be addressed by	
2. Know that, through science and technology, a wide variety of materials not appearing in nature have	teachers and/or	
become available (e.g., steel, plastic, nylon, fiber optics).	LiveLesson session	

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 4	Full or Partial
	To be addressed by	
3. Know that science has created ways to store and retrieve information (e.g., paper and ink, printing press,	teachers and/or	
computers, CD ROMs) but that these are not perfect (e.g., faulty programming, defective hardware).	LiveLesson session	
	To be addressed by	
	teachers and/or	
4. Know that both men and women of all races and social backgrounds choose science as a career.	LiveLesson session	

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 5	Full or Partial
Strand I: Scientific Thinking and Practice Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of Observing, experimenting, predicting and validating to think critically.		
5-8 Benchmark I: Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.		
Plan and conduct investigations, including formulating testable questions, making systematic observations, developing logical conclusions, and communicating findings.	5A.01.01, 5A.01.02, 5A.01.03, 5A.02.11, 5B.01.06, 5B.02.02, Throughout	Full
Use appropriate technologies (e.g., calculators, computers, balances, spring scales, microscopes) to perform scientific tests and to collect and display data.	5A.01.01, 5A.01.02, 5A.01.03, 5A.02.11, 5B.01.06, 5B.02.02, Throughout	Full
3. Use graphic representations (e.g., charts, graphs, tables, labeled diagrams) to present data and produce explanations for investigations.	5A.01.01, 5A.01.02, 5A.01.03, 5A.02.11, 5B.01.06, 5B.02.02, Throughout	Full
4. Describe how credible scientific investigations use reproducible elements including single variables, controls, and appropriate sample sizes to produce valid scientific results.	5A.01.01, 5A.01.02, 5A.01.03, 5A.02.11, 5B.01.06, 5B.02.02, Throughout	Full
5. Communicate the steps and results of a scientific investigation.	5A.01.01, 5A.01.02, 5A.01.03, 5A.02.11, 5B.01.06, 5B.02.02, Throughout	Full
5-8 Benchmark II: Understand the processes of scientific investigation and how scientific inquiry results in scientific knowledge.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 5	Full or Partial
	5A.01.01, 5A.01.02,	
	5A.01.03, 5A.02.11,	
1. Understand that different kinds of investigations are used to answer different kinds of questions (e.g.,	5B.01.06, 5B.02.02,	
observations, data collection, controlled experiments).	Throughout	Full
	5A.01.01, 5A.01.02,	
	5A.01.03, 5A.02.11,	
	5B.01.06, 5B.02.02,	
2. Understand that scientific conclusions are subject to peer and public review.	Throughout	Full
5-8 Benchmark III: Use mathematical ideas, tools, and techniques to understand scientific knowledge.		
	5A.01.01, 5A.01.02,	
	5A.01.03, 5A.02.11,	
	5B.01.06, 5B.02.02,	
1. Use appropriate units to make precise and varied measurements.	Throughout	Full
	5A.01.01, 5A.01.02,	
	5A.01.03, 5A.02.11,	
	5B.01.06, 5B.02.02,	
2. Use mathematical skills to analyze data.	Throughout	Full
	5A.01.01, 5A.01.02,	
	5A.01.03, 5A.02.11,	
	5B.01.06, 5B.02.02,	
3. Make predictions based on analyses of data, observations, and explanations.	Throughout	Full
	5A.01.01, 5A.01.02,	
	5A.01.03, 5A.02.11,	
4. Understand the attributes to be measured in a scientific investigation and describe the units, systems, and	5B.01.06, 5B.02.02,	
processes for making the measurement.	Throughout	Full
Strand II: Content of Science		
Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of		
energy, and the interactions between matter and energy.		
5-8 Benchmark I: Know the forms and properties of matter and how matter interacts.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 5	Full or Partial
	5B.03.01, 5B.04.01,	
1. Describe properties (e.g., relative volume, ability to flow) of the three states of matter.	5B.04.02	Full
	5B.03.01, 5B.04.01,	
2. Describe how matter changes from one phase to another (e.g., condensation, evaporation).	5B.04.02	Full
3. Know that matter is made up of particles (atoms) that can combine to form molecules and that these	5B.03.03, 5B.04.06,	
particles are too small to see with the naked eye.	5B.04.07	Full
4. Know that the periodic table is a chart of the pure elements that make up all matter.	5B.03.03, 5B.03.04	Full
	5B.03.01, 5B.04.01,	
5. Describe the relative location and motion of the particles (atoms and molecules) in each state of matter.	5B.04.02	Partial
	5B.03.01, 5B.04.01,	
6. Explain the relationship between temperature and the motion of particles in each state of matter.	5B.04.02	Partial
5-8 Benchmark II: Explain the physical processes involved in the transfer, change, and conservation of		
1. Know that heat is transferred from hotter to cooler materials or regions until both reach the same		
temperature.	5B.06.01, 5B.06.02	Full
2. Know that heat is often produced as a by-product when one form of energy is converted to another form		
(e.g., when machines or organisms convert stored energy into motion).	5B.06.01, 5B.06.02	Partial
	5B.05.06, 5B.05.07,	
3. Know that there are different forms of energy.	5B.06.01	Full
4. Describe how energy can be stored and converted to a different form of energy (e.g., springs, gravity) and	5B.05.06, 5B.05.07,	
know that machines and living things convert stored energy to motion and heat.	5B.06.01	Full
5-8 Benchmark III: Describe and explain forces that produce motion in objects.		
· · · ·	5B.05.01, 5B.05.02,	
	5B.05.03, 5B.05.04,	
1. Understand how the rate of change of position is the velocity of an object in motion.	5B.05.05	Full
	5B.05.01, 5B.05.02,	
	5B.05.03, 5B.05.04,	
2. Recognize that acceleration is the change in velocity with time.	5B.05.05	Full
	5B.05.01, 5B.05.02,	
	5B.05.03, 5B.05.04,	
3. Identify forces in nature (e.g., gravity, magnetism, electricity, friction).	5B.05.05	 Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 5	Full or Partial
	5B.05.01, 5B.05.02,	
4. Understand that when a force (e.g., gravity, friction) acts on an object, the object speeds up, slows down, or	5B.05.03, 5B.05.04,	
goes in a different direction.	5B.05.05	Full
5. Identify simple machines and describe how they give advantage to users (e.g., levers, pulleys, wheels and		
axles, inclined planes, screws, wedges).	5B.05.08	Full
Strand II: Content of Science		
Standard II (Life Science): Understand the properties, structures, and processes of living things and the		
interdependence of living things and their environments.		
5-8 Benchmark I: Explain the diverse structures and functions of living things and the complex relationships between living things and their environments.		
	5A.04.01, 5A.04.02,	
1. Identify the components of habitats and ecosystems (producers, consumers, decomposers, predators).	5A.04.03, 5A.04.04	Full
The second of th	5A.04.01, 5A.04.02,	
2. Understand how food webs depict relationships between different organisms.	5A.04.03, 5A.04.04	Full
,	5A.04.01, 5A.04.02,	
3. Know that changes in the environment can have different effects on different organisms (e.g., some	5A.04.03, 5A.04.04,	
organisms move, some survive, some reproduce, some die).	5A.04.05, 5A.04.06	Full
	5A.05.03, 5A.05.04,	
4. Describe how human activity impacts the environment.	5A.05.05	Full
5-8 Benchmark II: Understand how traits are passed from one generation to the next and how species evolve.		
1. Know that plants and animals have life cycles that include birth, growth and development, reproduction, and	5A.03.01, 5A.03.02,	
death and that these cycles differ for different organisms.	5A.03.03, 5A.03.05	Full
2. Identify characteristics of an organism that are inherited from its parents (e.g., eye color in humans, flower	5A.03.06, 5A.04.05,	F. II
color in plants) and other characteristics that are learned or result from interactions with the environment.	5A.0.06	Full
3. Understand that heredity is the process by which traits are passed from one generation to another.	5A.03.06, 5A.04.05, 5A.0.06	Full
5-8 Benchmark III: Understand the structure of organisms and the function of cells in living systems.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 5	Full or Partial
1. Understand that all living organisms are composed of cells from one to many trillions, and that cells are usually only visible thought a microscope.	5A.02.01, 5A.02.02	Full
2. Know that some organisms are made of a collection of similar cells that cooperate (e.g., algae) while other organisms are made of cells that are different in appearance and function (e.g., corn, birds).	5A.02.01, 5A.02.02	Partial
3. Describe the relationships among cells, tissues, organs, organ systems, whole organisms, and ecosystems.	5A.02.01, 5A.02.02	Partial
Strand II: Content of Science Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems.		
5-8 Benchmark I: Describe how the concepts of energy, matter, and force can be used to explain the observed behavior of the solar system, the universe, and their structures.		
1. Know that many objects in the universe are huge and are separated from one another by vast distances (e.g., many stars are larger than the sun but so distant that they look like points of light).	5B.02.01, 5B.02.03, 5B.02.04, 5B.02.05, 5B.02.06, 5B.02.07	Full
Understand that Earth is part of a larger solar system, which is part of an even larger galaxy (Milky Way), which is One of many galaxies.	5B.02.01, 5B.02.03, 5B.02.04, 5B.02.05, 5B.02.06, 5B.02.07	Full
3. Know that there have been manned and unmanned journeys to space and to the moon.	5B.02.04	Partial
5-8 Benchmark II: Describe the structure of Earth and its atmosphere and explain how energy, matter, and forces shape Earth's systems.		
 1. Understand that water and air relate to Earth's processes, including: how the water cycle relates to weather how clouds are made of tiny droplets of water, like fog or steam. 	5B.01.01, 5B.01.02, 5B.01.03, 5B.01.04, 5B.01.05, 5B.01.06	Full
2. Know that air is a substance that surrounds Earth (atmosphere), takes up space, and moves, and that temperature fluctuations and other factors produce wind currents.	5B.01.01, 5B.01.02, 5B.01.03, 5B.01.04, 5B.01.05, 5B.01.06	Full
3. Know that most of Earth's surface is covered by water, that most of that water is salt water in oceans, and that fresh water is found in rivers, lakes, underground sources, and glaciers.	5A.06.01, 5A.06.02	Partial

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 5	Full or Partial
4. Recognize that the seasons are caused by Earth's motion around the sun and the tilt of Earth's axis of		
rotation.	5B.02.01	Full
Strand III: Science and Society		
Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are		
influenced by, individuals and societies.		
5-8 Benchmark I: Explain how scientific discoveries and inventions have changed individuals and societies.		
1. Describe the contributions of science to understanding local or current issues (e.g., watershed and	5A.07.07, 5A.07.08,	
community decisions regarding water use).	5B.02.04	Partial
	To be addressed by	
2. Describe how various technologies have affected the lives of individuals (e.g., transportation, entertainment,	teachers and/or	
health).	LiveLesson session	

New Mexico Standards for Science	Connections	5 11 5 11 1
Curriculum Correlation	Academy Science 6	Full or Partial
Strand I: Scientific Thinking and Practice		
5-8 Benchmark I: Use scientific methods to develop questions, design and conduct experiments using		
appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.		
appropriate technologies, analyze and evaluate results, make predictions, and communicate midnigs.	6A.01.08, 6A.02.04,	
	6A.03.05, 6B.01.07,	
1. Construct appropriate graphs from data and develop qualitative and quantitative statements about the	6B.02.08, 6B.03.04,	
relationships between variables being investigated.	Throughout	 Full
Telationships between variables being investigated.	6A.01.08, 6A.02.04,	T UII
	6A.03.05, 6B.01.07,	
	6B.02.08, 6B.03.04,	
2. Examine the reasonableness of data supporting a proposed scientific explanation.	Throughout	Full
	6A.01.08, 6A.02.04,	
	6A.03.05, 6B.01.07,	
	6B.02.08, 6B.03.04,	
3. Justify predictions and conclusions based on data.	Throughout	Full
5-8 Benchmark II: Understand the processes of scientific investigation and how scientific inquiry results in		
scientific knowledge.		
	6A.01.08, 6A.02.04,	
	6A.03.05, 6B.01.07,	
1. Understand that scientific knowledge is continually reviewed, critiqued, and revised as new data become	6B.02.08, 6B.03.04,	
available.	Throughout	Full
	6A.01.08, 6A.02.04,	
2. Understand that scientific investigations use common processes that include the collection of relevant data	6A.03.05, 6B.01.07,	
and observations, accurate measurements, the identification and control of variables, and logical reasoning to	6B.02.08, 6B.03.04,	
formulate hypotheses and explanations.	Throughout	Full
	6A.01.08, 6A.02.04,	
	6A.03.05, 6B.01.07,	
	6B.02.08, 6B.03.04,	
3. Understand that not all investigations result in defensible scientific explanations.	Throughout	Full
5-8 Benchmark III: Use mathematical ideas, tools, and techniques to understand scientific knowledge.		

New Mexico Standards for Science	Connections	Full or Partial
Curriculum Correlation	Academy Science 6	
	6A.01.08, 6A.02.04,	
	6A.03.05, 6B.01.07,	
	6B.02.08, 6B.03.04,	
1. Evaluate the usefulness and relevance of data to an investigation.	Throughout	Full
	6A.01.08, 6A.02.04,	
	6A.03.05, 6B.01.07,	
	6B.02.08, 6B.03.04,	
2. Use probabilities, patterns, and relationships to explain data and observations.	Throughout	Full
Strand II: Content of Science		
Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of		
energy, and the interactions between matter and energy.		
5-8 Benchmark I: Know the forms and properties of matter and how matter interacts.		
1. Understand that substances have characteristic properties and identify the properties of various substances	6A.02.01, 6A.02.02,	
(e.g., density, boiling point, solubility, chemical reactivity).	6A.02.03, 6A.02.04	Full
	6A.02.01, 6A.02.02,	
2. Use properties to identify substances (e.g., for minerals: the hardness, streak, color, reactivity to acid,	6A.02.03, 6A.02.04,	
cleavage, fracture).	6A.05.02, 6A.05.05	Full
3. Know that there are about 100 known elements that combine to produce compounds in living organisms		
and nonliving substances.	6A.02.06	Partial
4. Know the differences between chemical and physical properties and how these properties can influence the	6A.02.01, 6A.02.02,	
interactions of matter.	6A.02.03, 6A.02.04	Full
5-8 Benchmark II: Explain the physical processes involved in the transfer, change, and conservation of		
energy.		
	6A.03.06, 6A.03.07,	
	6A.03.08, 6A.03.09,	
1. Identify various types of energy (e.g., heat, light, mechanical, electrical, chemical, nuclear).	6A.04.01	Full
2. Understand that heat energy can be transferred through conduction, radiation and convection.	6A.03.07	Full
	6A.03.06, 6A.03.07,	
3. Know that there are many forms of energy transfer but that the total amount of energy is conserved (i.e.,	6A.03.08, 6A.03.09,	
that energy is neither created nor destroyed).	6A.04.01	Full

New Mexico Standards for Science	Connections	Full on Doublat
Curriculum Correlation	Academy Science 6	Full or Partial
4. Understand that some energy travels as waves (e.g., seismic, light, sound), including:		
• the sun as source of energy for many processes on Earth		
• different wavelengths of sunlight (e.g., visible, ultraviolet, infrared)		
• vibrations of matter (e.g., sound, earthquakes)	6A.04.06, 6A.04.07,	
different speeds through different materials.	6B.05.04	Full
5-8 Benchmark III: Describe and explain forces that produce motion in objects.		
1. Know that every object exerts gravitational force on every other object dependent on the masses and		
distance of separation (e.g., motions of celestial objects, tides).	6A.03.03	Partial
2. Know that gravitational force is hard to detect unless one of the objects (e.g., Earth) has a lot of mass.	6A.03.03	Partial
Strand II: Content of Science		
Standard II (Life Science): Understand the properties, structures, and processes of living things and the		
interdependence of living things and their environments.		
5-8 Benchmark I: Explain the diverse structures and functions of living things and the complex relationships		
between living things and their environments.		
1. Understand how organisms interact with their physical environments to meet their needs (i.e., food, water,	6B.05.01, 6B.05.02,	
air) and how the water cycle is essential to most living systems.	6B.05.03, 6B.05.04	Full
2. Describe how weather and geologic events (e.g., volcanoes, earthquakes) affect the function of living		
systems.	6A.05.08	Partial
3. Describe how organisms have adapted to various environmental conditions.	6B.03.01	Partial
5-8 Benchmark II: Understand how traits are passed from one generation to the next and how species		
evolve.		
	To be addressed by	
	teachers and/or	
1. Understand that the fossil record provides data for how living organisms have evolved.	LiveLesson session	
	To be addressed by	
2. Describe how species have responded to changing environmental conditions over time (e.g., extinction,	teachers and/or	
adaptation).	LiveLesson session	
5-8 Benchmark III: Understand the structure of organisms and the function of cells in living systems.		
Explain how fossil fuels were formed from animal and plant cells	6B.03.01	Partial
2. Describe the differences between substances that were produced by living organisms (e.g., fossil fuels) and	6A.05.03, 6A.05.04,	i di dai
substances that result from nonliving processes (e.g., igneous rocks).	6B.05.05	Full
Januaranices that result from from simply processes (e.g., igneous rocks).	00.03.03	li dii

Curriculum Correlation Strand II: Content of Science Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems. 5-8 Benchmark I: Describe how the concepts of energy, matter, and force can be used to explain the observed behavior of the solar system, the universe, and their structures. Universe 1. Describe the objects in the universe, including: • billions of galaxies, each containing billions of stars • different sizes, temperatures, and colors of stars in the Milky Way galaxy. Solar System 2. Locate the solar system in the Milky Way galaxy. 3. Identify the components of the solar system, and describe their defining characteristics and motions in space, including:	<i>iai</i>
Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth's systems. 5-8 Benchmark I: Describe how the concepts of energy, matter, and force can be used to explain the observed behavior of the solar system, the universe, and their structures. Universe 1. Describe the objects in the universe, including: • billions of galaxies, each containing billions of stars • different sizes, temperatures, and colors of stars in the Milky Way galaxy. Solar System 2. Locate the solar system in the Milky Way galaxy. 3. Identify the components of the solar system, and describe their defining characteristics and motions in	
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3. Identify the components of the solar system, and describe their defining characteristics and motions in	
snace including:	
• sun as a medium sized star	
• sun's composition (i.e., hydrogen, helium) and energy production 6B.02.01, 6B.02.05,	
• nine planets, their moons, asteroids. 6B.02.06, 6B.02.07 Full	
4. Know that the regular and predictable motions of the Earth-moon-sun system explain phenomena on Earth,	
including:	
• Earth's motion in relation to a year, a day, the seasons, the phases of the moon, eclipses, tides, and shadows	
• moon's orbit around Earth once in 28 days in relation to the phases of the moon. 6B.02.05 Full	
5-8 Benchmark II: Describe the structure of Earth and its atmosphere and explain how energy, matter, and	
forces shape Earth's systems.	
Structure of Earth	
1. Know that Earth is composed of layers that include a crust, mantle, and core. 6A.05.06, 6A.05.07 Full	
2. Know that Earth's crust is divided into plates that move very slowly, in response to movements in the	
mantle. 6A.05.06, 6A.05.07 Full	
3. Know that sedimentary, igneous, and metamorphic rocks contain evidence of the materials, temperatures,	
and forces that created them. 6A.05.03, 6A.05.04 Full	
Weather and Climate	
4. Describe the composition (i.e., nitrogen, oxygen, water vapor) and strata of Earth's atmosphere, and	
differences between the atmosphere of Earth and those of other planets. 6B.01.03 Partial	

New Mexico Standards for Science	Connections	Full or Partial
Curriculum Correlation	Academy Science 6	Full or Partial
5. Understand factors that create and influence weather and climate, including:		
heat, air movement, pressure, humidity, oceans		
how clouds form by condensation of water vapor		
how weather patterns are related to atmospheric pressure		
• global patterns of atmospheric movement (e.g., El Niño)	6B.01.04, 6B.01.05,	
• factors that can impact Earth's climate (e.g., volcanic eruptions, impacts of asteroids, glaciers).	6B.01.08, 6B.01.11	Full
6. Understand how to use weather maps and data (e.g., barometric pressure, wind speeds, humidity) to predict		
weather.	6B.01.02	Full
Changes to Earth		
7. Know that landforms are created and change through a combination of constructive and destructive forces,		
including:		
 weathering of rock and soil, transportation, deposition of sediment, and tectonic activity 		
• similarities and differences between current and past processes on Earth's surface (e.g., erosion, plate		
tectonics, changes in atmospheric composition)	6A.05.07, 6A.05.08,	
• impact of volcanoes and faults on New Mexico geology.	6B.01.11	Full
8. Understand the history of Earth and how information about it comes from layers of sedimentary rock,		
including:		
• sediments and fossils as a record of a very slowly changing world		
7. evidence of asteroid impact, volcanic and glacial activity.	6A.05.03, 6A.05.04	Full
Strand III: Science and Society		
Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are		
influenced by, individuals and societies.		
5-8 Benchmark I: Explain how scientific discoveries and inventions have changed individuals and societies.		
1. Examine the role of scientific knowledge in decisions (e.g., space exploration, what to eat, preventive	6A.01.02, 6A.01.03,	
medicine and medical treatment).	6A.01.03	Partial
2. Describe the technologies responsible for revolutionizing information processing and communications (e.g.,	6A.01.02, 6A.01.03,	
computers, cellular phones, Internet).	6A.01.03	Partial

New Mexico Standards for Science	Connections	Full or Partial
Curriculum Correlation	Academy Science 7	Full Of Partial
Strand I: Scientific Thinking and Practice		
5-8 Benchmark I: Use scientific methods to develop questions, design and conduct experiments using		
appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.		
	7A.01.01, 7A.01.02,	
	7A.01.05, 7B.01.03,	
1. Use a variety of print and web resources to collect information, inform investigations, and answer a scientific	7B.02.02, 7B.02.06,	
question or hypothesis.	Throughout	Full
	7A.01.01, 7A.01.02,	
	7A.01.05, 7B.01.03,	
	7B.02.02, 7B.02.06,	
2. Use models to explain the relationships between variables being investigated.	Throughout	Full
5-8 Benchmark II: Understand the processes of scientific investigation and how scientific inquiry results in		
scientific knowledge.		
	7A.01.01, 7A.01.02,	
	7A.01.05, 7B.01.03,	
	7B.02.02, 7B.02.06,	
1. Describe how bias can affect scientific investigation and conclusions.	Throughout	Full
	7A.01.01, 7A.01.02,	
	7A.01.05, 7B.01.03,	
	7B.02.02, 7B.02.06,	
2. Critique procedures used to investigate a hypothesis.	Throughout	Full
	7A.01.01, 7A.01.02,	
	7A.01.05, 7B.01.03,	
	7B.02.02, 7B.02.06,	
3. Analyze and evaluate scientific explanations.	Throughout	Full
5-8 Benchmark III: Use mathematical ideas, tools, and techniques to understand scientific knowledge.		
	7A.01.01, 7A.01.02,	
	7A.01.05, 7B.01.03,	
	7B.02.02, 7B.02.06,	
1. Understand that the number of data (sample size) influences the reliability of a prediction.	Throughout	Full

New Mexico Standards for Science	Connections	Full or Partial
Curriculum Correlation	Academy Science 7	ruli di Partiai
	7A.01.01, 7A.01.02,	
	7A.01.05, 7B.01.03,	
	7B.02.02, 7B.02.06,	
2. Use mathematical expressions to represent data and observations collected in scientific investigations.	Throughout	Full
	7A.01.01, 7A.01.02,	
	7A.01.05, 7B.01.03,	
	7B.02.02, 7B.02.06,	
3. Select and use an appropriate model to examine a phenomenon.	Throughout	Full
Strand II: Content of Science		
Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of		
energy, and the interactions between matter and energy.		
5-8 Benchmark I: Know the forms and properties of matter and how matter interacts.		
	7A.04.07, 7B.03.05,	
1. Explain how matter is transferred from one organism to another and between organisms and their	7B.03.06, 7B.03.07,	
environment (e.g., consumption, the water cycle, the carbon cycle, the nitrogen cycle).	7B.06.08	Full
2. Know that the total amount of matter (mass) remains constant although its form, location, and properties		
may change (e.g., matter in the food web).	7B.03.07, 7B.03.08	Full
3. Identify characteristics of radioactivity, including:		
decay in time of some elements to others	To be addressed by	
release of energy	teachers and/or	
damage to cells.	LiveLesson session	
4. Describe how substances react chemically in characteristic ways to form new substances (compounds) with	7A.04.05, 7A.04.07,	
different properties (e.g., carbon and oxygen combine to form carbon dioxide in respiration).	7B.04.04	Full
5. Know that chemical reactions are essential to life processes.	7A.04.07, 7B.04.04	Partial
5-8 Benchmark II: Explain the physical processes involved in the transfer, change, and conservation of		
energy.		
1. Know how various forms of energy are transformed through organisms and ecosystems, including:		
• sunlight and photosynthesis		
• energy transformation in living systems (e.g., cellular processes changing chemical energy to heat and		
motion)	7A.04.07, 7B.03.07,	
• effect of mankind's use of energy and other activities on living systems (e.g., global warming, water quality).	7B.03.08, 7B.04.04	Full

New Mexico Standards for Science	Connections	Full on Dontini
Curriculum Correlation	Academy Science 7	Full or Partial
5-8 Benchmark III: Describe and explain forces that produce motion in objects.		
 1. Know that forces cause motion in living systems, including: the principle of a lever and how it gives mechanical advantage to a muscular/skeletal system to lift objects forces in specific systems in the human body (e.g., how the heart generates blood pressure, how muscles contract and expand to produce motion). 	7B.01.01, 7B.01.09, 7B.02.03, 7B.02.05, 7B.02.07	Full
Strand II: Content of Science Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.		
5-8 Benchmark I: Explain the diverse structures and functions of living things and the complex relationships between living things and their environments.		
Identify the living and nonliving parts of an ecosystem and describe the relationships among these components.	7A.04.01, 7B.03.05, 7B.03.06, 7B.03.07, 7B.03.08	Full
2. Explain biomes (i.e., aquatic, desert, rainforest, grasslands, tundra) and describe the New Mexico biome.	To be addressed by teachers and/or LiveLesson session	
3. Explain how individuals of species that exist together interact with their environment to create an ecosystem (e.g., populations, communities, niches, habitats, food webs).	7B.03.05, 7B.03.06, 7B.03.07, 7B.03.08	Full
4. Explain the conditions and resources needed to sustain life in specific ecosystems.	7A.04.01, 7B.03.05, 7B.03.06, 7B.03.07, 7B.03.08	Full
5. Describe how the availability of resources and physical factors limit growth (e.g., quantity of light and water, range of temperature, composition of soil) and how the water, carbon, and nitrogen cycles contribute to the	7A.04.01, 7B.03.05, 7B.03.06, 7B.03.07,	
availability of those resources to support living systems.	7B.03.08	Full
6. Understand how diverse species fill all niches in an ecosystem.	To be addressed by teachers and/or LiveLesson session	
7. Know how to classify organisms: domain, kingdom, phylum, class, order, family, genus, species. 5-8 Benchmark II: Understand how traits are passed from one generation to the next and how species evolve.	7A.04.02	Full
Reproduction		

New Mexico Standards for Science	Connections	Full or Partial
Curriculum Correlation	Academy Science 7	Tuli of Tartial
1. Know that reproduction is a characteristic of all living things and is essential to the continuation of a species.	7A.04.09	Partial
2. Identify the differences between sexual and asexual reproduction.	7A.04.09	Partial
3. Know that, in sexual reproduction, an egg and sperm unite to begin the development of a new individual.	7A.04.09	Partial
4. Know that organisms that sexually reproduce fertile offspring are members of the same species.	7A.04.09	Partial
Heredity		
5. Understand that some characteristics are passed from parent to offspring as inherited traits and others are		
acquired from interactions with the environment.	7A.05.01	Full
6. Know that hereditary information is contained in genes that are located in chromosomes, including:		
determination of traits by genes		
traits determined by one or many genes	7A.04.03, 7A.04.10,	
• more than one trait sometimes influenced by a single gene.	7A.05.01	Full
Biological Evolution		
7. Describe how typical traits may change from generation to generation due to environmental influences (e.g.,	7A.05.04, 7A.05.05,	
color of skin, shape of eyes, camouflage, shape of beak).	7A.05.06	Full
6.7	7A.05.04, 7A.05.05,	
8. Explain that diversity within a species is developed by gradual changes over many generations	7A.05.06	Full
a and a second of the second o	7A.05.04, 7A.05.05,	
9. Know that organisms can acquire unique characteristics through naturally occurring genetic variations.	7A.05.06	Full
10. Identify adaptations that favor the survival of organisms in their environments (e.g., camouflage, shape of	7A.05.04, 7A.05.05,	
beak).	7A.05.06	 Full
beak).	7A.05.04, 7A.05.05,	i un
11. Understand the process of natural selection.	7A.05.04, 7A.03.03,	Full
12. Explain how species adapt to changes in the environment or become extinct and that extinction of species	7A.05.00 7A.05.04, 7A.05.05,	ruii
	•	FII
is common in the history of living things.	7A.05.06	Full
	7A.05.04, 7A.05.05,	
13. Know that the fossil record documents the appearance, diversification, and extinction of many life forms.	7A.05.06	Full
5-8 Benchmark III: Understand the structure of organisms and the function of cells in living systems.		
Structure of Organisms		
1. Understand that organisms are composed of cells and identify unicellular and multicellular organisms.	7A.04.03	Partial

New Mexico Standards for Science	Connections	Full or Partial
Curriculum Correlation	Academy Science 7	ruii Of Partial
	7B.01.02, 7B.01.06,	
2. Explain how organs are composed of tissues of different types of cells (e.g., skin, bone, muscle, heart,	7B.01.09, 7B.01.10,	
intestines).	7B.02.03, 7B.02.05	Full
Function of Cells		
3. Understand that many basic functions of organisms are carried out in cells, including:		
• growth and division to produce more cells (mitosis)		
• specialized functions of cells (e.g., reproduction, nerve-signal transmission, digestion, excretion, movement,	7A.04.03, 7A.05.06,	
transport of oxygen).	7A.05.07	Full
	7A.04.03, 7A.05.06,	
4. Compare the structure and processes of plant cells and animal cells.	7A.05.07	Partial
	7A.04.03, 7A.05.06,	
5. Describe how some cells respond to stimuli (e.g., light, heat, pressure, gravity).	7A.05.07	Partial
	7A.04.03, 7A.05.06,	
6. Describe how factors (radiation, UV light, drugs) can damage cellular structure or function.	7A.05.07	Partial
Strand II: Content of Science		
Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe	,	
the interconnections among them, and the processes and interactions of Earth's systems.		
5-8 Benchmark I: Describe how the concepts of energy, matter, and force can be used to explain the		
observed behavior of the solar system, the universe, and their structures.		
	7A.03.01, 7A.03.10,	
1. Explain why Earth is unique in our solar system in its ability to support life.	7A.03.12, 7A.04.07	Partial
2. Explain how energy from the sun supports life on Earth.	7B.03.07, 7B.03.08	Partial
5-8 Benchmark II: Describe the structure of Earth and its atmosphere and explain how energy, matter, and		
forces shape Earth's systems.		
1. Understand how the remains of living things give us information about the history of Earth, including:		
• layers of sedimentary rock, the fossil record, and radioactive dating showing that life has been present on		
Earth for more than 3.5 billion years.	7A.02.06, 7A.05.05	Partial
2. Understand how living organisms have played many roles in changes of Earth's systems through time (e.g.,		
atmospheric composition, creation of soil, impact on Earth's surface).	7A.02.06, 7A.05.05	Partial

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 7	Full or Partial
	To be addressed by	
3. Know that changes to ecosystems sometimes decrease the capacity of the environment to support some life	teachers and/or	
forms and are difficult and/or costly to remediate.	LiveLesson session	
Strand III: Science and Society		
Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are		
influenced by, individuals and societies.		
5-8 Benchmark I: Explain how scientific discoveries and inventions have changed individuals and societies.		
	To be addressed by	
1. Analyze the contributions of science to health as they relate to personal decisions about smoking, drugs,	teachers and/or	
alcohol, and sexual activity.	LiveLesson session	
2. Analyze how technologies have been responsible for advances in medicine (e.g., vaccines, antibiotics,		
microscopes, DNA technologies).	7A.05.02, 7B.01.05	Partial
	To be addressed by	
3. Describe how scientific information can help individuals and communities respond to health emergencies	teachers and/or	
(e.g., CPR, epidemics, HIV, bio-terrorism).	LiveLesson session	

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 8	Full or Partial
trand I: Scientific Thinking and Practice		
5-8 Benchmark I: Use scientific methods to develop questions, design and conduct experiments using		
appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.	24.04.04.04.02	
	8A.01.01, 8A.01.02,	
	8A.01.03, 8A.01.07,	
	8A.02.02, 8B.01.05,	
	8B.02.03, 8B.04.09,	
1. Evaluate the accuracy and reproducibility of data and observations.	Throughout	Full
	8A.01.01, 8A.01.02,	
	8A.01.03, 8A.01.07,	
	8A.02.02, 8B.01.05,	
	8B.02.03, 8B.04.09,	
2. Use a variety of technologies to gather, analyze and interpret scientific data.	Throughout	Full
	8A.01.01, 8A.01.02,	
	8A.01.03, 8A.01.07,	
	8A.02.02, 8B.01.05,	
	8B.02.03, 8B.04.09,	
3. Know how to recognize and explain anomalous data.	Throughout	Full
5-8 Benchmark II: Understand the processes of scientific investigation and how scientific inquiry results in		
scientific knowledge.		
	8A.01.01, 8A.01.02,	
	8A.01.03, 8A.01.07,	
	8A.02.02, 8B.01.05,	
	8B.02.03, 8B.04.09,	
Examine alternative explanations for observations.	Throughout	 Full
1. Examine diternative explanations for observations.	8A.01.01, 8A.01.02,	i un
	8A.01.03, 8A.01.07,	
	8A.02.02, 8B.01.05,	
2. Describe ways in which science differs from other ways of knowing and from other hadies of knowledge	8B.02.03, 8B.04.09,	
2. Describe ways in which science differs from other ways of knowing and from other bodies of knowledge	· · · · · · · · · · · · · · · · · · ·	EII
(e.g., experimentation, logical arguments, skepticism).	Throughout	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 8	Full or Partial
	8A.01.01, 8A.01.02,	
	8A.01.03, 8A.01.07,	
	8A.02.02, 8B.01.05,	
3. Know that scientific knowledge is built on questions posed as testable hypotheses, which are tested until the	8B.02.03, 8B.04.09,	
results are accepted by peers.	Throughout	Full
5-8 Benchmark III: Use mathematical ideas, tools, and techniques to understand scientific knowledge.		
	8A.01.01, 8A.01.02,	
	8A.01.03, 8A.01.07,	
	8A.02.02, 8B.01.05,	
1. Use mathematical expressions and techniques to explain data and observations and to communicate	8B.02.03, 8B.04.09,	
findings (e.g., formulas and equations, significant figures, graphing, sampling, estimation, mean).	Throughout	Full
2. Create models to describe phenomena.	8B.01.05, 8B.02.03	Partial
Strand II: Content of Science		
Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of		
energy, and the interactions between matter and energy.		
5-8 Benchmark I: Know the forms and properties of matter and how matter interacts.		
Properties of Matter		
	To be addressed by	
	teachers and/or	
1. Know how to use density, boiling point, freezing point, conductivity, and color to identify various substances.	LiveLesson session	
2. Distinguish between metals and non-metals.	8B.02.05	Partial
3. Understand the differences among elements, compounds, and mixtures by:		
classification of materials as elements, compounds, or mixtures		
interpretation of chemical formulas	8B.02.04, 8B.02.05,	
• separation of mixtures into compounds by methods including evaporation, filtration, screening, magnetism.	8B.02.06, 8B.02.09	Full
Structure of Matter		
4. Identify the protons, neutrons, and electrons within an atom and describe their locations (i.e., in the nucleus		
or in motion outside the nucleus).	8B.02.01, 8B.02.02	Full
	8B.02.04, 8B.02.05,	
5. Explain that elements are organized in the periodic table according to their properties.	8B.02.06	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 8	Full or Partial
	8B.02.07, 8B.02.08,	
compounds.	8B.02.09	Full
Changes in Matter		
	To be addressed by	
7. Know that phase changes are physical changes that can be reversed (e.g., evaporation, condensation,	teachers and/or	
melting).	LiveLesson session	
8. Describe various familiar physical and chemical changes that occur naturally (e.g., snow melting,		
photosynthesis, rusting, burning).	8B.02.09	Partial
	00 00 00 00 00 40	
9. Identify factors that influence the rate at which chemical reactions occur (e.g., temperature, concentration).	8B.02.09, 8B.02.10	Full
10. Know that chemical reactions can absorb energy (endothermic reactions) or release energy (exothermic		
reactions).	8B.02.09, 8B.02.10	Full
5-8 Benchmark II: Explain the physical processes involved in the transfer, change, and conservation of		
energy.		
Energy Transformation		
1. Know that energy exists in many forms and that when energy is transformed some energy is usually		
converted to heat.	8B.03.11, 8B.03.12	Partial
	T . b	
2. Know that kinetic energy is a measure of the energy of an object in motion and potential energy is a	To be addressed by	
measure of an object's position or composition, including:	teachers and/or	
• transformation of gravitational potential energy of position into kinetic energy of motion by a falling object.	LiveLesson session	
	To be addressed by	
	teachers and/or	
3. Distinguish between renewable and nonrenewable sources of energy.	LiveLesson session	
4. Know that electrical energy is the flow of electrons through electrical conductors that connect sources of		
electrical energy to points of use, including:		
electrical current paths through parallel and series circuits		
• production of electricity by fossil-fueled and nuclear power plants, wind generators, geothermal plants, and	8B.04.01, 8B.04.02,	
solar cells	8B.04.03, 8B.04.06,	
• use of electricity by appliances and equipment (e.g., calculators, hair dryers, light bulbs, motors).	8B.04.07	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 8	Full or Partial
Waves		
5. Understand how light and radio waves carry energy through vacuum or matter by:		
straight-line travel unless an object is encountered		
• reflection by a mirror, refraction by a lens, absorption by a dark object		
• separation of white light into different wavelengths by prisms	8B.04.08, 8B.04.09,	
visibility of objects due to light emission or scattering.	8B.04.11	Full
6. Understand that vibrations of matter (e.g., sound, earthquakes, water waves) carry wave energy, including:		
sound transmission through solids, liquids, and gases		
• relationship of pitch and loudness of sound to rate and distance (amplitude) of vibration		
ripples made by objects dropped in water.	8B.04.08, 8B.04.10	Full
5-8 Benchmark III: Describe and explain forces that produce motion in objects.		
Forces		
	8B.03.04, 8B.03.05,	
1. Know that there are fundamental forces in nature (e.g., gravity, electromagnetic forces, nuclear forces).	8B.04.06	Full
	8B.03.01, 8B.03.02,	
2. Know that a force has both magnitude and direction.	8B.03.03	Full
	8B.03.01, 8B.03.02,	
3. Analyze the separate forces acting on an object at rest or in motion (e.g., gravity, elastic forces, friction),	8B.03.03, 8B.03.04,	
including how multiple forces reinforce or cancel one another to result in a net force that acts on an object.	8B.03.05, 8B.04.06	Full
4. Know that electric charge produces electrical fields and magnets produce magnetic fields.	8B.04.06, 8B.04.07	Full
5. Know how a moving magnetic field can produce an electric current (generator) and how an electric current		
can produce a magnetic field (electromagnet).	8B.04.06, 8B.04.07	Full
6. Know that Earth has a magnetic field.	8B.04.04	Partial
Motion		
7. Know that an object's motion is always described relative to some other object or point (i.e., frame of		
reference).	8B.03.01, 8B.03.02,	
	8B.03.03	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 8	Full or Partial
8. Understand and apply Newton's Laws of Motion:		
• Objects in motion will continue in motion and objects at rest will remain at rest unless acted upon by an unbalanced force (inertia).		
• If a greater force is applied to an object a proportionally greater acceleration will occur.	8B.03.01, 8B.03.02,	
• If an object has more mass the effect of an applied force is proportionally less.	8B.03.03	Full
Strand II: Content of Science		
Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.		
5-8 Benchmark I: Explain the diverse structures and functions of living things and the complex relationships		
between living things and their environments.		
	8A.03.03, 8A.03.04,	
	8A.03.05, 8A.03.06,	
1. Describe how matter moves through ecosystems (e.g., water cycle, carbon cycle).	8A.03.09	Full
	8A.03.03, 8A.03.04,	
	8A.03.05, 8A.03.06,	
2. Describe how energy flows through ecosystems (e.g., sunlight, green plants, food for animals).	8A.03.09	Full
	8A.03.03, 8A.03.04,	
3. Explain how a change in the flow of energy can impact an ecosystem (e.g., the amount of sunlight available	8A.03.05, 8A.03.06,	
for plant growth, global climate change).	8A.03.07, 8A.03.09	Full
5-8 Benchmark II: Understand how traits are passed from one generation to the next and how species evolve.		
	To be addressed by	
1. Understand that living organisms are made mostly of molecules consisting of a limited number of elements	teachers and/or	
(e.g., carbon, hydrogen, nitrogen, oxygen).	LiveLesson session	
	8A.02.01, 8A.02.02,	
2. Identify DNA as the chemical compound involved in heredity in living organisms.	8A.02.03	Full
3. Describe the widespread role of carbon in the chemistry of living systems.	8A.03.05	Partial
5-8 Benchmark III: Understand the structure of organisms and the function of cells in living systems.		
1. Describe how cells use chemical energy obtained from food to conduct cellular functions (i.e., respiration).	8A.02.05, 8A.02.06	Partial

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 8	Full or Partial
2. Explain that photosynthesis in green plants captures the energy from the sun and stores it chemically.	8A.02.06	Partial
	To be addressed by	
3. Describe how chemical substances can influence cellular activity (e.g., pH).	teachers and/or LiveLesson session	
Strand II: Content of Science		
Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe,		
the interconnections among them, and the processes and interactions of Earth's systems.		
5-8 Benchmark I: Describe how the concepts of energy, matter, and force can be used to explain the		
observed behavior of the solar system, the universe, and their structures.		
1. Understand how energy from the sun and other stars, in the form of light, travels long distances to reach	8B.01.09, 8B.01.10,	
Earth.	8B.01.11, 8B.04.11	Full
2. Explain how the properties of light (e.g., emission, reflection, refraction) emitted from the sun and stars are		
used to learn about the universe, including:		
distances in the solar system and the universe	8B.01.09, 8B.01.10,	
• temperatures of different stars.	8B.01.11, 8B.04.11	Full
3. Understand how gravitational force acts on objects in the solar system and the universe, including:		
• similar action on masses on Earth and on other objects in the solar system		
explanation of the orbits of the planets around the sun.	8B.01.04, 8B.01.05	Full
5-8 Benchmark II: Describe the structure of Earth and its atmosphere and explain how energy, matter, and		
forces shape Earth's systems.		
1. Describe the role of pressure (and heat) in the rock cycle.	8A.04.08, 8A.04.09	Full
2. Understand the unique role water plays on Earth, including:		
ability to remain liquid at most Earth temperatures		
• properties of water related to processes in the water cycle: evaporation, condensation, precipitation, surface		
run-off, percolation		
dissolving of minerals and gases and transport to the oceans		
• fresh and salt water in oceans, rivers, lakes, and glaciers	8A.04.10, 8A.04.11,	
reactant in photosynthesis.	8A.04.12	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Science 8	Full or Partial
	To be addressed by	
3. Understand the geologic conditions that have resulted in energy resources (e.g., oil, coal, natural gas)	teachers and/or	
available in New Mexico.	LiveLesson session	
Strand III: Science and Society		
Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are		
influenced by, individuals and societies.		
5-8 Benchmark I: Explain how scientific discoveries and inventions have changed individuals and societies.		
	8A.01.01, 8A.01.06,	
1. Analyze the interrelationship between science and technology (e.g., germ theory, vaccines).	8A.01.07	Partial
2. Describe how scientific information can help to explain environmental phenomena (e.g., floods,		
earthquakes, volcanoes, fire, extreme weather).	8A.01.06, 8A.01.07	Partial
3. Describe how technological revolutions have significantly influenced societies (e.g., energy production,		
warfare, space exploration).	8A.01.06, 8A.01.07	Partial
	To be addressed by	
	teachers and/or	
4. Critically analyze risks and benefits associated with technologies related to energy production.	LiveLesson session	

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
trand I: Scientific Thinking and Practice		
9-12 Benchmark I: Use accepted scientific methods to collect, analyze, and interpret data and observations		
and to design and conduct scientific investigations and communicate results.	CA 01 01 CA 01 02	
	CA.01.01, CA.01.02,	
A. Donnelle, the control of the cont	CA.01.03, CB.01.08,	
1. Describe the essential components of an investigation, including appropriate methodologies, proper	CB.02.09, CB.02.10,	- U
equipment, and safety precautions. 2. Design and conduct scientific investigations that include:	Throughout	Full
• testable hypotheses		
• controls and variables		
methods to collect, analyze, and interpret data		
• results that address hypotheses being investigated	CA.01.01, CA.01.02,	
• predictions based on results	CA.01.01, CA.01.02, CA.01.03, CB.01.08,	
• re-evaluation of hypotheses and additional experimentation as necessary	CB.02.09, CB.02.10,	
• error analysis.	Throughout	Full
• error analysis.	CA.01.01, CA.01.02,	Full
	CA.01.03, CB.01.08,	
3. Use appropriate technologies to collect, analyze, and communicate scientific data (e.g., computers,	CB.02.09, CB.02.10,	
calculators, balances, microscopes).	Throughout	Full
Calculators, balances, finicroscopes).	Throughout	Full
 4. Convey results of investigations using scientific concepts, methodologies, and expressions, including: • scientific language and symbols 		
• diagrams, charts, and other data displays	CA.01.01, CA.01.02,	
 mathematical expressions and processes (e.g., mean, median, slope, proportionality 	CA.01.03, CB.01.08,	
• clear, logical, and concise communication	CB.02.09, CB.02.10,	
• reasoned arguments.	Throughout	Full
	CA.01.01, CA.01.02,	
	CA.01.03, CB.01.08,	
5. Understand how scientific theories are used to explain and predict natural phenomena (e.g., plate tectonics	CB.02.09, CB.02.10,	
ocean currents, structure of the atom).	Throughout	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
Benchmark II: Understand that scientific processes produce scientific knowledge that is continually evaluated, validated, revised, or rejected.		
1. Understand how scientific processes produce valid, reliable results, including:		
consistency of explanations with data and observations		
openness to peer review	CA.01.01, CA.01.02,	
• full disclosure and examination of assumptions	CA.01.03, CB.01.08,	
• testability of hypotheses	CB.02.09, CB.02.10,	
repeatability of experiments and reproducibility of results.	Throughout	Full
2. Use scientific reasoning and valid logic to recognize:		
• faulty logic	CA.01.01, CA.01.02,	
cause and effect	CA.01.03, CB.01.08,	
• the difference between observation and unsubstantiated inferences and conclusions	CB.02.09, CB.02.10,	
• potential bias.	Throughout	Full
	CA.01.01, CA.01.02,	
	CA.01.03, CB.01.08,	
	CB.02.09, CB.02.10,	
3. Understand how new data and observations can result in new scientific knowledge.	Throughout	Full
	CA.01.01, CA.01.02,	
	CA.01.03, CB.01.08,	
	CB.02.09, CB.02.10,	
4. Critically analyze an accepted explanation by reviewing current scientific knowledge.	Throughout	Full
	CA.01.01, CA.01.02,	
	CA.01.03, CB.01.08,	
5. Examine investigations of current interest in science (e.g., superconductivity, molecular machines, age of the		
universe).	Throughout	Full
6. Examine the scientific processes and logic used in investigations of past events (e.g., using data from crime	CA.01.01, CA.01.02,	
scenes, fossils), investigations that can be planned in advance but are only done once (e.g., expensive or time-	CA.01.03, CB.01.08,	
consuming experiments such as medical clinical trials), and investigations of phenomena that can be repeated	CB.02.09, CB.02.10,	
easily and frequently.	Throughout	Full
9-12 Benchmark III: Use mathematical concepts, principles, and expressions to analyze data, develop		
models, understand patterns and relationships, evaluate findings, and draw conclusions.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
	CA.01.01, CA.01.02,	
	CA.01.03, CB.01.08,	
	CB.02.09, CB.02.10,	
1. Create multiple displays of data to analyze and explain the relationships in scientific investigations.	Throughout	Full
	CA.01.01, CA.01.02,	
	CA.01.03, CB.01.08,	
	CB.02.09, CB.02.10,	
2. Use mathematical models to describe, explain, and predict natural phenomena.	Throughout	Full
	CA.01.01, CA.01.02,	
	CA.01.03, CB.01.08,	
3. Use technologies to quantify relationships in scientific hypotheses (e.g., calculators, computer spreadsheets	CB.02.09, CB.02.10,	
and databases, graphing software, simulations, modeling).	Throughout	Full
	CA.01.01, CA.01.02,	
	CA.01.03, CB.01.08,	
	CB.02.09, CB.02.10,	
4. Identify and apply measurement techniques and consider possible effects of measurement errors.	Throughout	Full
	CA.01.01, CA.01.02,	
	CA.01.03, CB.01.08,	
5. Use mathematics to express and establish scientific relationships (e.g., scientific notation, vectors,	CB.02.09, CB.02.10,	
dimensional analysis).	Throughout	Full
Strand II: Content of Science		
Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of		
energy, and the interactions between matter and energy.		
9-12 Benchmark I: Understand the properties, underlying structure, and reactions of matter.		
Properties of Matter		
	CA.02.01, CA.02.02,	
	CB.01.01, CB.01.02,	
1. Classify matter in a variety of ways (e.g., element, compound, mixture; solid, liquid, gas; acidic, basic,	CB.01.03, CB.01.04,	
neutral).	Throughout	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
	CA.02.01, CA.02.02,	
	CB.01.01, CB.01.02,	
2. Identify, measure, and use a variety of physical and chemical properties (e.g., electrical conductivity, density	, CB.01.03, CB.01.04,	
viscosity, chemical reactivity, pH, melting point).	Throughout	Full
3. Know how to use properties to separate mixtures into pure substances (e.g., distillation, chromatography,	CA.02.02, CA.02.03,	
solubility).	CB.01.11, CB.01.12	
	CA.02.01, CA.02.04,	
4. Describe trends in properties (e.g., ionization energy or reactivity as a function of location on the periodic	CA.03.06, CA.03.07,	
table, boiling point of organic liquids as a function of molecular weight).	CA.03.08, CA.03.09	Full
Structure of Matter		
	CA.03.01, CA.03.02,	
	CA.03.03, CA.03.04,	
5. Understand that matter is made of atoms and that atoms are made of subatomic particles.	CA.03.05	Full
6. Understand atomic structure, including:		
most space occupied by electrons		
nucleus made of protons and neutrons		
• isotopes of an element	CA.03.01, CA.03.02,	
• masses of proton and neutron 2000 times greater than mass of electron	CA.03.03, CA.03.04,	
atom held together by proton-electron electrical forces.	CA.03.05	Full
7. Explain how electrons determine the properties of substances by:		
• interactions between atoms through transferring or sharing valence electrons	CA.03.01, CA.03.02,	
• ionic and covalent bonds	CA.03.03, CA.03.04,	
• the ability of carbon to form a diverse array of organic structures.	CA.03.05	Full
8. Make predictions about elements using the periodic table (e.g., number of valence electrons, metallic	CA.03.05, CA.03.06,	
character, reactivity, conductivity, type of bond between elements).	CA.03.07, CA.03.08	Full
9. Understand how the type and arrangement of atoms and their bonds determine macroscopic properties	CA.03.05, CA.03.06,	
(e.g., boiling point, electrical conductivity, hardness of minerals).	CA.03.07, CA.03.08	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
	CA.02.01, CB.01.01,	
	CB.01.02, CB.01.03,	
	CB.01.04, CB.01.05,	
10. Know that states of matter (i.e., solid, liquid, gas) depend on the arrangement of atoms and molecules and	CB.01.06, CB.01.07,	
on their freedom of motion.	CB.01.08, CB.01.09	Full
11. Know that some atomic nuclei can change, including:		
• spontaneous decay		
half-life of isotopes		
• fission		
• fusion (e.g., the sun)	CB.06.01, CB.06.02,	
• alpha, beta, and gamma radiation.	CB.06.03, CB.06.04	Full
Chemical Reactions	CA.02.05, CA.02.06,	
12. Know that chemical reactions involve the rearrangement of atoms, and that they occur on many timescales	CA.05.10, CA.05.11,	
(e.g., picoseconds to millennia).	CA.05.12, CA.05.13	Full
	CA.02.05, CA.02.06,	
13. Understand types of chemical reactions (e.g., synthesis, decomposition, combustion, redox, neutralization)	CA.05.10, CA.05.11,	
and identify them as exothermic or endothermic.	CA.05.12, CA.05.13	Full
	CA.02.05, CA.02.06,	
	CA.05.10, CA.05.11,	
14. Know how to express chemical reactions with balanced equations that show:	CA.05.12, CA.05.13,	
• conservation of mass	CA.06.01, CA.06.02,	
• products of common reactions.	CA.06.03, CA.06.04	Full
	CA.02.05, CA.02.06,	
	CA.05.10, CA.05.11,	
	CA.05.12, CA.05.13,	
15. Describe how the rate of chemical reactions depends on many factors that include temperature,	CB.03.05, CB.03.06,	
concentration, and the presence of catalysts.	CB.03.07, CB.03.08	Full
9-12 Benchmark II: Understand the transformation and transmission of energy and how energy and matter		
interact.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
	CB.03.01, CB.03.02,	
Energy Transformation and Transfer	CB.03.03, CB.03.04,	
1. Identify different forms of energy, including kinetic, gravitational (potential), chemical, thermal, nuclear, and	CB.03.05, CB.03.06,	
electromagnetic.	CB.03.07, CB.03.08	Full
	CB.03.01, CB.03.02,	
	CB.03.03, CB.03.04,	
2. Explain how thermal energy (heat) consists of the random motion and vibrations of atoms and molecules	CB.03.05, CB.03.06,	
and is measured by temperature.	CB.03.07, CB.03.08	Full
	CB.03.01, CB.03.02,	
	CB.03.03, CB.03.04,	
3. Understand that energy can change from one form to another (e.g., changes in kinetic and potential energy	CB.03.05, CB.03.06,	
in a gravitational field, heats of reaction, hydroelectric dams) and know that energy is conserved in these	CB.03.07, CB.03.08,	
changes.	CB.04.57, CB.04.06	Full
	CB.03.01, CB.03.02,	
	CB.03.03, CB.03.04,	
4. Understand how heat can be transferred by conduction, convection, and radiation, and how heat conduction	CB.03.05, CB.03.06,	
differs in conductors and insulators.	CB.03.07, CB.03.08	Full
	CB.03.01, CB.03.02,	
	CB.03.03, CB.03.04,	
5. Explain how heat flows in terms of the transfer of vibrational motion of atoms and molecules from hotter to		
colder regions.	CB.03.07, CB.03.08	Full
6. Understand that the ability of energy to do something useful (work) tends to decrease (and never increases	-	
as energy is converted from one form to another.	CB.04.06, CB.06.01	Partial
Interactions of Energy and Matter		
7. Understand that electromagnetic waves carry energy that can be transferred when they interact with		
matter.		
8. Describe the characteristics of electromagnetic waves (e.g., visible light, radio, microwave, X-ray, ultraviolet		
gamma) and other waves (e.g., sound, seismic waves, water waves), including:		
 origin and potential hazards of various forms of electromagnetic radiation 		
 energy of electromagnetic waves carried in discrete energy packets (photons) whose energy is inversely proportional to wavelength. 		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
	CA.03.05, CA.04.01,	
9. Know that each kind of atom or molecule can gain or lose energy only in discrete amounts.	CA.04.02, CB.01.02,	Partial
10. Explain how wavelengths of electromagnetic radiation can be used to identify atoms, molecules, and the composition of stars.		
	CB.01.02, CB.01.04,	
11. Understand the concept of equilibrium (i.e., thermal, mechanical, and chemical).	CB.03.07	Full
9-12 Benchmark III: Understand the motion of objects and waves, and the forces that cause them.		
Forces		
1. Know that there are four fundamental forces in nature: gravitation, electromagnetism, weak nuclear force,		
and strong nuclear force.	CA.03.02	Partial
2. Know that every object exerts gravitational force on every other object, and how this force depends on the		
masses of the objects and the distance between them.		
3. Know that materials containing equal amounts of positive and negative charges are electrically neutral, but		
that a small excess or deficit of negative charges produces significant electrical forces.	CA.03.02	Partial
	CB.01.05, CB.01.06,	
4. Understand the relationship between force and pressure, and how the pressure of a volume of gas depends	CB.01.07, CB.01.08,	
on the temperature and the amount of gas.	CB.01.09	Full
5. Explain how electric currents cause magnetism and how changing magnetic fields produce electricity (e.g.,		
electric motors, generators).		
6. Represent the magnitude and direction of forces by vector diagrams.		
7. Know that when one object exerts a force on a second object, the second object exerts a force of equal		
magnitude and in the opposite direction on the first object (i.e., Newton's Third Law).		
Motion		
8. Apply Newton's Laws to describe and analyze the behavior of moving objects, including:		
• displacement, velocity, and acceleration of a moving object		
• Newton's Second Law, F = ma (e.g., momentum and its conservation, the motion of an object falling under		
gravity, the independence of a falling object's motion on mass)		
circular motion and centripetal force.		
9. Describe relative motion using frames of reference.		
10. Describe wave propagation using amplitude, wavelength, frequency, and speed.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
11. Explain how the interactions of waves can result in interference, reflection, and refraction.		
12. Describe how waves are used for practical purposes (e.g., seismic data, acoustic effects, Doppler effect). Strand II: Content of Science Standard II (Life Science): Understand the properties, structures, and processes of living things and the		
interdependence of living things and their environments. 9-12 Benchmark I: Understand how the survival of species depends on biodiversity and on complex		
interactions, including the cycling of matter and the flow of energy.		
Ecosystems		
1. Know that an ecosystem is complex and may exhibit fluctuations around a steady state or may evolve over		
time.		
2. Describe how organisms cooperate and compete in ecosystems (e.g., producers, decomposers, herbivores, carnivores, omnivores, predator-prey, symbiosis, mutualism).		
3. Understand and describe how available resources limit the amount of life an ecosystem can support (e.g., energy, water, oxygen, nutrients).		
4. Critically analyze how humans modify and change ecosystems (e.g., harvesting, pollution, population growth, technology).		
Energy Flow in the Environment		
5. Explain how matter and energy flow through biological systems (e.g., organisms, communities, ecosystems),		
and how the total amount of matter and energy is conserved but some energy is always released as heat to the environment.		
6. Describe how energy flows from the sun through plants to herbivores to carnivores and decomposers.		
7. Understand and explain the principles of photosynthesis (i.e., chloroplasts in plants convert light energy, carbon dioxide, and water into chemical energy).		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
Biodiversity		
8. Understand and explain the hierarchical classification scheme (i.e., domain, kingdom, phylum, class, order,		
family, genus, species), including:		
classification of an organism into a category		
• similarity inferred from molecular structure (DNA) closely matching classification based on anatomical		
similarities		
• similarities of organisms reflecting evolutionary relationships.		
9. Understand variation within and among species, including:		
mutations and genetic drift		
factors affecting the survival of an organism		
• natural selection.		
9-12 Benchmark II: Understand the genetic basis for inheritance and the basic concepts of biological		
evolution.		
Genetics		
1. Know how DNA carries all genetic information in the units of heredity called genes, including:		
• the structure of DNA (e.g., subunits A, G, C, T)		
information-preserving replication of DNA		
alteration of genes by inserting, deleting, or substituting parts of DNA.		
2. Use appropriate vocabulary to describe inheritable traits (i.e., genotype, phenotype).		
3. Explain the concepts of segregation, independent assortment, and dominant/recessive alleles.		
4. Identify traits that can and cannot be inherited.		
 5. Know how genetic variability results from the recombination and mutation of genes, including: • sorting and recombination of genes in sexual reproduction result in a change in DNA that is passed on to offspring • radiation or chemical substances can cause mutations in cells, resulting in a permanent change in DNA. 6. Understand the principles of sexual and asexual reproduction, including meiosis and mitosis. 7. Know that most cells in the human body contain 23 pairs of chromosomes including one pair that 		
determines sex, and that human females have two X chromosomes and human males have an X and a Y		
chromosome.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
Biological Evolution		
8. Describe the evidence for the first appearance of life on Earth as one-celled organisms, over 3.5 billion years		
ago, and for the later appearance of a diversity of multicellular organisms over millions of years.		
9. Critically analyze the data and observations supporting the conclusion that the species living on Earth today		
are related by descent from the ancestral one-celled organisms.		
10. Understand the data, observations, and logic supporting the conclusion that species today evolved from		
earlier, distinctly different species, originating from the ancestral one-celled organisms.		
11. Understand that evolution is a consequence of many factors, including the ability of organisms to		
reproduce, genetic variability, the effect of limited resources, and natural selection.		
12. Explain how natural selection favors individuals who are better able to survive, reproduce, and leave		
offspring.		
 Analyze how evolution by natural selection and other mechanisms explains many phenomena including the fossil record of ancient life forms and similarities (both physical and molecular) among different species. 9-12 Benchmark III: Understand the characteristics, structures, and functions of cells. 		
Structure and Function		
1. Know that cells are made of proteins composed of combinations of amino acids.		
 2. Know that specialized structures inside cells in most organisms carry out different functions, including: parts of a cell and their functions (e.g., nucleus, chromosomes, plasma, and mitochondria) storage of genetic material in DNA similarities and differences between plant and animal cells prokaryotic and eukaryotic cells. 		
3. Describe the mechanisms for cellular processes (e.g., energy production and storage, transport of molecules,		
waste disposal, synthesis of new molecules).		
4. Know how the cell membrane controls which ions and molecules enter and leave the cell based on		
membrane permeability and transport (i.e., osmosis, diffusion, active transport, passive transport).		
5. Explain how cells differentiate and specialize during the growth of an organism, including:		
• differentiation, regulated through the selected expression of different genes		
• specialized cells, response to stimuli (e.g., nerve cells, sense organs).		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
6. Know that DNA directs protein building (e.g., role of RNA).		
Biochemical Mechanisms		
7. Describe how most cell functions involve chemical reactions, including:		
• promotion or inhibition of biochemical reactions by enzymes		
• processes of respiration (e.g., energy production, ATP)		
• communication from cell to cell by secretion of a variety of chemicals (e.g., hormones).		
Strand II: Content of Science		
Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe,		
the interconnections among them, and the processes and interactions of Earth's systems.		
9-12 Benchmark I: Examine the scientific theories of the origin, structure, contents, and evolution of the		
solar system and the universe, and their interconnections.		
Structure and Function		
1. Understand the scale and contents of the universe, including:	CA.03.01, CA.03.02,	
 range of structures from atoms through astronomical objects to the universe 	CA.03.03, CA.03.04,	
objects in the universe such as planets, stars, galaxies, and nebulae.	CA.03.05	Full
2. Predict changes in the positions and appearances of objects in the sky (e.g., moon, sun) based on knowledge		
of current positions and patterns of movements (e.g., lunar cycles, seasons).		
3. Understand how knowledge about the universe comes from evidence collected from advanced technology		
(e.g., telescopes, satellites, images, computer models).		
4. Describe the key observations that led to the acceptance of the Big Bang theory and that the age of the		
universe is over 10 billion years.		
5. Explain how objects in the universe emit different electromagnetic radiation and how this information is		
used.		
6. Describe how stars are powered by nuclear fusion, how luminosity and temperature indicate their age, and how stellar processes create heavier and stable elements that are found throughout the universe.		
7. Examine the role that New Mexico research facilities play in current space exploration (e.g., Very Large		
Array, Goddard Space Center).		
9-12 Benchmark II: Examine the scientific theories of the origin, structure, energy, and evolution of Earth and		
its atmosphere, and their interconnections.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
Characteristics and Evolution of Earth		
1. Describe the characteristics and the evolution of Earth in terms of the geosphere, the hydrosphere, the		
atmosphere, and the biosphere.		
2. Recognize that radiometric data indicate that Earth is at least 4 billion years old and that Earth has changed		
during that period.		
3. Describe the internal structure of Earth (e.g., core, mantle, crust) and the structure of Earth's plates.		
4. Understand the changes in Earth's past and the investigative methods used to determine geologic time, including:		
 rock sequences, relative dating, fossil correlation, and radiometric dating 		
• geologic time scales, historic changes in life forms, and the evidence for absolute ages (e.g., radiometric		
methods, tree rings, paleomagnetism).		
5. Explain plate tectonic theory and understand the evidence that supports it.		
Energy in Earth's System		
6. Know that Earth's systems are driven by internal (i.e., radioactive decay and gravitational energy) and		
external (i.e., the sun) sources of energy.		
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7. Describe convection as the mechanism for moving heat energy from deep within Earth to the surface and		
discuss how this process results in plate tectonics, including:		
• geological manifestations (e.g., earthquakes, volcanoes, mountain building) that occur at plate boundaries		
• impact of plate motions on societies and the environment (e.g., earthquakes, volcanoes).		
8. Describe the patterns and relationships in the circulation of air and water driven by the sun's radiant energy,		
including:		
patterns in weather systems related to the transfer of energy		
differences between climate and weather		
• global climate, global warming, and the greenhouse effect		
• El Niño, La Niña, and other climatic trends.		
Geochemical Cycles		
9. Know that Earth's system contains a fixed amount of natural resources that cycle among land, water, the		
atmosphere, and living things (e.g., carbon and nitrogen cycles, rock cycle, water cycle, ground water,		
aquifers).		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
10. Describe the composition and structure of Earth's materials, including:		
• the major rock types (i.e., sedimentary, igneous, metamorphic) and their formation		
• natural resources (e.g., minerals, petroleum) and their formation.		
11. Explain how layers of the atmosphere (e.g., ozone, ionosphere) change naturally and artificially.		
12. Explain how the availability of ground water through aquifers can fluctuate based on multiple factors (i.e.,		
rate of use, rate of replenishment, surface changes, and changes in temperature).		
Strand III: Science and Society		
Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are		
influenced by, individuals and societies.		
9-12 Benchmark I: Examine and analyze how scientific discoveries and their applications affect the world,		
and explain how societies influence scientific investigations and applications.		
Science and Technology		
1. Know how science enables technology but also constrains it, and recognize the difference between real		
technology and science fiction (e.g., rockets vs. antigravity machines; nuclear reactors vs. perpetual-motion	CA.01.01, CA.01.02,	
machines; medical X-rays vs. Star Trek tricorders).	CA.01.03	Partial
2. Understand how advances in technology enable further advances in science (e.g., microscopes and cellular	CA.01.01, CA.01.02,	
structure; telescopes and understanding of the universe).	CA.01.03	Partial
3. Evaluate the influences of technology on society (e.g., communications, petroleum, transportation, nuclear energy, computers, medicine, genetic engineering) including both desired and undesired effects, and including some historical examples (e.g., the wheel, the plow, the printing press, the lightning rod).	CA.01.01, CA.01.02, CA.01.03	Partial
4. Understand the scientific foundations of common technologies (e.g., kitchen appliances, radio, television,	G. 1103	T di cidi
aircraft, rockets, computers, medical X-rays, selective breeding, fertilizers and pesticides, agricultural	CA.01.01, CA.01.02,	
equipment).	CA.01.03	Partial
5. Understand that applications of genetics can meet human needs and can create new problems (e.g.,		
agriculture, medicine, cloning).		
	CA.01.01, CA.01.02,	
6. Analyze the impact of digital technologies on the availability, creation, and dissemination of information.	CA.01.03	Partial
7. Describe how human activities have affected ozone in the upper atmosphere and how it affects health and		
the environment.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
8. Describe uses of radioactivity (e.g., nuclear power, nuclear medicine, radiometric dating).	CB.06.01, CB.06.02, CB.02.03, CB.02.04	Partial
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Science and Society 9. Describe how scientific knowledge helps decision makers with local, national, and global challenges (e.g., Waste Isolation Pilot Project [WIPP], mining, drought, population growth, alternative energy, climate change).	CA.01.01, CA.01.02, CA.01.03	Partial
10. Describe major historical changes in scientific perspectives (e.g., atomic theory, germs, cosmology, relativity, plate tectonics, evolution) and the experimental observations that triggered them.	CA.01.01, CA.01.02, CA.01.03	Partial
11. Know that societal factors can promote or constrain scientific discovery (e.g., government funding, laws and regulations about human cloning and genetically modified organisms, gender and ethnic bias, AIDS research, alternative-energy research).	CA.01.01, CA.01.02, CA.01.03	Partial
12. Explain how societies can change ecosystems and how these changes can be reversible or irreversible.		
13. Describe how environmental, economic, and political interests impact resource management and use in New Mexico.		
14. Describe New Mexico's role in nuclear science (e.g., Manhattan Project, WIPP, national laboratories).		
Science and Individuals		
15. Identify how science has produced knowledge that is relevant to individual health and material prosperity.	CA.01.01, CA.01.02, CA.01.03	Partial
16. Understand that reasonable people may disagree about some issues that are of interest to both science and religion (e.g., the origin of life on Earth, the cause of the Big Bang, the future of Earth).	CA.01.01, CA.01.02, CA.01.03	Partial
17. Identify important questions that science cannot answer (e.g., questions that are beyond today's science, decisions that science can only help to make, questions that are inherently outside of the realm of science).	CA.01.01, CA.01.02, CA.01.03	Partial
18. Understand that scientists have characteristics in common with other individuals (e.g., employment and career needs, curiosity, desire to perform public service, greed, preconceptions and biases, temptation to be unethical, core values including honesty and openness).	CA.01.01, CA.01.02, CA.01.03	Partial

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Full or Partial
1	CA.01.01, CA.01.02, CA.01.03	Partial

New Mexico Standards for Science Curriculum Correlation	Connections Academy Earth Science	Full or Partial
Strand I: Scientific Thinking and Practice		
9-12 Benchmark I: Use accepted scientific methods to collect, analyze, and interpret data and observations		
and to design and conduct scientific investigations and communicate results.		
	EA.01.01, EA.02.05,	
	EA.03.05, EB.01.05,	
1. Describe the essential components of an investigation, including appropriate methodologies, proper	EB.02.08, EB.03.04,	
equipment, and safety precautions.	Throughout	Full
Design and conduct scientific investigations that include:		
• testable hypotheses		
controls and variables		
methods to collect, analyze, and interpret data		
results that address hypotheses being investigated	EA.01.01, EA.02.05,	
predictions based on results	EA.03.05, EB.01.05,	
 re-evaluation of hypotheses and additional experimentation as necessary 	EB.02.08, EB.03.04,	
• error analysis.	Throughout	Full
	EA.01.01, EA.02.05,	
	EA.03.05, EB.01.05,	
3. Use appropriate technologies to collect, analyze, and communicate scientific data (e.g., computers,	EB.02.08, EB.03.04,	
calculators, balances, microscopes).	Throughout	Full
4. Convey results of investigations using scientific concepts, methodologies, and expressions, including: • scientific language and symbols • diagrams about and other data diagrams.	EA 04 04 EA 02 05	
diagrams, charts, and other data displays	EA.01.01, EA.02.05,	
mathematical expressions and processes (e.g., mean, median, slope, proportionality	EA.03.05, EB.01.05,	
clear, logical, and concise communication	EB.02.08, EB.03.04,	
reasoned arguments.	Throughout	Full
	EA.01.01, EA.02.05,	
	EA.03.05, EB.01.05,	
5. Understand how scientific theories are used to explain and predict natural phenomena (e.g., plate tectonics,		
ocean currents, structure of the atom).	Throughout	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Earth Science	Full or Partial
Benchmark II: Understand that scientific processes produce scientific knowledge that is continually		
evaluated, validated, revised, or rejected.		
1. Understand how scientific processes produce valid, reliable results, including:		
consistency of explanations with data and observations		
openness to peer review	EA.01.01, EA.02.05,	
full disclosure and examination of assumptions	EA.03.05, EB.01.05,	
• testability of hypotheses	EB.02.08, EB.03.04,	
• repeatability of experiments and reproducibility of results.	Throughout	Full
2. Use scientific reasoning and valid logic to recognize:		
faulty logic	EA.01.01, EA.02.05,	
• cause and effect	EA.03.05, EB.01.05,	
• the difference between observation and unsubstantiated inferences and conclusions	EB.02.08, EB.03.04,	
• potential bias.	Throughout	Full
	EA.01.01, EA.02.05,	
	EA.03.05, EB.01.05,	
	EB.02.08, EB.03.04,	
3. Understand how new data and observations can result in new scientific knowledge.	Throughout	Full
	EA.01.01, EA.02.05,	
	EA.03.05, EB.01.05,	
	EB.02.08, EB.03.04,	
4. Critically analyze an accepted explanation by reviewing current scientific knowledge.	Throughout	Full
	EA.01.01, EA.02.05,	
	EA.03.05, EB.01.05,	
5. Examine investigations of current interest in science (e.g., superconductivity, molecular machines, age of the		
universe).	Throughout	Full
6. Examine the scientific processes and logic used in investigations of past events (e.g., using data from crime	EA.01.01, EA.02.05,	
scenes, fossils), investigations that can be planned in advance but are only done once (e.g., expensive or time-	EA.03.05, EB.01.05,	
consuming experiments such as medical clinical trials), and investigations of phenomena that can be repeated	EB.02.08, EB.03.04,	
easily and frequently.	Throughout	Full
9-12 Benchmark III: Use mathematical concepts, principles, and expressions to analyze data, develop		
models, understand patterns and relationships, evaluate findings, and draw conclusions.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Earth Science	Full or Partial
	EA.01.01, EA.02.05,	
	EA.03.05, EB.01.05,	
	EB.02.08, EB.03.04,	
1. Create multiple displays of data to analyze and explain the relationships in scientific investigations.	Throughout	Full
	EA.01.01, EA.02.05,	
	EA.03.05, EB.01.05,	
	EB.02.08, EB.03.04,	
2. Use mathematical models to describe, explain, and predict natural phenomena.	Throughout	Full
	EA.01.01, EA.02.05,	
	EA.03.05, EB.01.05,	
3. Use technologies to quantify relationships in scientific hypotheses (e.g., calculators, computer spreadsheets	EB.02.08, EB.03.04,	
and databases, graphing software, simulations, modeling).	Throughout	Full
	EA.01.01, EA.02.05,	
	EA.03.05, EB.01.05,	
	EB.02.08, EB.03.04,	
4. Identify and apply measurement techniques and consider possible effects of measurement errors.	Throughout	Full
	EA.01.01, EA.02.05,	
	EA.03.05, EB.01.05,	
5. Use mathematics to express and establish scientific relationships (e.g., scientific notation, vectors,	EB.02.08, EB.03.04,	
dimensional analysis).	Throughout	Full
Strand II: Content of Science		
Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of		
energy, and the interactions between matter and energy.		
9-12 Benchmark I: Understand the properties, underlying structure, and reactions of matter.		
Properties of Matter		
1. Classify matter in a variety of ways (e.g., element, compound, mixture; solid, liquid, gas; acidic, basic,		
neutral).	EA.05.05	Full
2. Identify, measure, and use a variety of physical and chemical properties (e.g., electrical conductivity, density,		
viscosity, chemical reactivity, pH, melting point).		
3. Know how to use properties to separate mixtures into pure substances (e.g., distillation, chromatography,		
solubility).		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Earth Science	Full or Partial
4. Describe trends in properties (e.g., ionization energy or reactivity as a function of location on the periodic		
table, boiling point of organic liquids as a function of molecular weight).		
Structure of Matter		
5. Understand that matter is made of atoms and that atoms are made of subatomic particles.		
6. Understand atomic structure, including:		
most space occupied by electrons		
nucleus made of protons and neutrons		
• isotopes of an element		
masses of proton and neutron 2000 times greater than mass of electron		
atom held together by proton-electron electrical forces.		
7. Explain how electrons determine the properties of substances by:		
• interactions between atoms through transferring or sharing valence electrons		
ionic and covalent bonds		
the ability of carbon to form a diverse array of organic structures.		
8. Make predictions about elements using the periodic table (e.g., number of valence electrons, metallic		
character, reactivity, conductivity, type of bond between elements).		
9. Understand how the type and arrangement of atoms and their bonds determine macroscopic properties		
(e.g., boiling point, electrical conductivity, hardness of minerals).		
10. Know that states of matter (i.e., solid, liquid, gas) depend on the arrangement of atoms and molecules and		
on their freedom of motion.		
11. Know that some atomic nuclei can change, including:		
• spontaneous decay		
half-life of isotopes		
• fission		
• fusion (e.g., the sun)		
• alpha, beta, and gamma radiation.		
Chemical Reactions		
12. Know that chemical reactions involve the rearrangement of atoms, and that they occur on many timescales		
(e.g., picoseconds to millennia).		
13. Understand types of chemical reactions (e.g., synthesis, decomposition, combustion, redox, neutralization)		
and identify them as exothermic or endothermic.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Earth Science	Full or Partial
14. Know how to express chemical reactions with balanced equations that show:		
conservation of mass		
• products of common reactions.		
15. Describe how the rate of chemical reactions depends on many factors that include temperature,		
concentration, and the presence of catalysts.		
9-12 Benchmark II: Understand the transformation and transmission of energy and how energy and matter interact.		
Energy Transformation and Transfer		
1. Identify different forms of energy, including kinetic, gravitational (potential), chemical, thermal, nuclear, and electromagnetic.		
2. Explain how thermal energy (heat) consists of the random motion and vibrations of atoms and molecules		
and is measured by temperature.		
3. Understand that energy can change from one form to another (e.g., changes in kinetic and potential energy		
in a gravitational field, heats of reaction, hydroelectric dams) and know that energy is conserved in these	EB.03.02, EBB.03.03,	
changes.	EB.03.04, EB.03.05	Partial
	EB.03.02, EBB.03.03,	
4. Understand how heat can be transferred by conduction, convection, and radiation, and how heat conduction	EB.03.04, EB.03.05,	
differs in conductors and insulators.	EB.03.06	Partial
	EB.03.02, EBB.03.03,	
5. Explain how heat flows in terms of the transfer of vibrational motion of atoms and molecules from hotter to	EB.03.04, EB.03.05,	
colder regions.	EB.03.06	Partial
6. Understand that the ability of energy to do something useful (work) tends to decrease (and never increases)		
as energy is converted from one form to another.		
Interactions of Energy and Matter		
7. Understand that electromagnetic waves carry energy that can be transferred when they interact with		
matter.		
8. Describe the characteristics of electromagnetic waves (e.g., visible light, radio, microwave, X-ray, ultraviolet,		
gamma) and other waves (e.g., sound, seismic waves, water waves), including:		
 origin and potential hazards of various forms of electromagnetic radiation 		
• energy of electromagnetic waves carried in discrete energy packets (photons) whose energy is inversely		
proportional to wavelength.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Earth Science	Full or Partial
9. Know that each kind of atom or molecule can gain or lose energy only in discrete amounts.		
10. Explain how wavelengths of electromagnetic radiation can be used to identify atoms, molecules, and the	EB.06.01, EB.06.02,	
composition of stars.	EB.0303, EB.06.05	Partial
11. Understand the concept of equilibrium (i.e., thermal, mechanical, and chemical).		
9-12 Benchmark III: Understand the motion of objects and waves, and the forces that cause them.		
Forces		
1. Know that there are four fundamental forces in nature: gravitation, electromagnetism, weak nuclear force,		
and strong nuclear force.	EB.05.01, EB.05.02	Partial
2. Know that every object exerts gravitational force on every other object, and how this force depends on the		
masses of the objects and the distance between them.	EB.05.01, EB.05.02	Partial
3. Know that materials containing equal amounts of positive and negative charges are electrically neutral, but		
that a small excess or deficit of negative charges produces significant electrical forces.		
4. Understand the relationship between force and pressure, and how the pressure of a volume of gas depends		
on the temperature and the amount of gas.		
5. Explain how electric currents cause magnetism and how changing magnetic fields produce electricity (e.g.,		
electric motors, generators).		
6. Represent the magnitude and direction of forces by vector diagrams.		
7. Know that when one object exerts a force on a second object, the second object exerts a force of equal		
magnitude and in the opposite direction on the first object (i.e., Newton's Third Law).		
Motion		
8. Apply Newton's Laws to describe and analyze the behavior of moving objects, including:		
displacement, velocity, and acceleration of a moving object		
• Newton's Second Law, F = ma (e.g., momentum and its conservation, the motion of an object falling under		
gravity, the independence of a falling object's motion on mass)		
• circular motion and centripetal force.		
9. Describe relative motion using frames of reference.		
10. Describe wave propagation using amplitude, wavelength, frequency, and speed.	EB.06.01, EB.06.02	Partial
11. Explain how the interactions of waves can result in interference, reflection, and refraction.	EB.06.01, EB.06.02	Partial
12. Describe how waves are used for practical purposes (e.g., seismic data, acoustic effects, Doppler effect).	EB.06.01, EB.06.02	Partial

New Mexico Standards for Science Curriculum Correlation	Connections Academy Earth Science	Full or Partial
Strand II: Content of Science		
Standard II (Life Science): Understand the properties, structures, and processes of living things and the		
interdependence of living things and their environments.		
9-12 Benchmark I: Understand how the survival of species depends on biodiversity and on complex		
interactions, including the cycling of matter and the flow of energy.		
Ecosystems		
1. Know that an ecosystem is complex and may exhibit fluctuations around a steady state or may evolve over		
time.		
2. Describe how organisms cooperate and compete in ecosystems (e.g., producers, decomposers, herbivores,		
carnivores, omnivores, predator-prey, symbiosis, mutualism).		
3. Understand and describe how available resources limit the amount of life an ecosystem can support (e.g.,		
energy, water, oxygen, nutrients).		
4. Critically analyze how humans modify and change ecosystems (e.g., harvesting, pollution, population		
growth, technology).		
Energy Flow in the Environment		
5. Explain how matter and energy flow through biological systems (e.g., organisms, communities, ecosystems),		
and how the total amount of matter and energy is conserved but some energy is always released as heat to the		
environment.		
6. Describe how energy flows from the sun through plants to herbivores to carnivores and decomposers.		
7. Understand and explain the principles of photosynthesis (i.e., chloroplasts in plants convert light energy,		
carbon dioxide, and water into chemical energy).		
Biodiversity		
8. Understand and explain the hierarchical classification scheme (i.e., domain, kingdom, phylum, class, order,		
family, genus, species), including:		
• classification of an organism into a category		
• similarity inferred from molecular structure (DNA) closely matching classification based on anatomical		
similarities		
• similarities of organisms reflecting evolutionary relationships.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Earth Science	Full or Partial
9. Understand variation within and among species, including:		
mutations and genetic drift		
factors affecting the survival of an organism		
natural selection.		
9-12 Benchmark II: Understand the genetic basis for inheritance and the basic concepts of biological		
evolution.		
Genetics		
1. Know how DNA carries all genetic information in the units of heredity called genes, including:		
• the structure of DNA (e.g., subunits A, G, C, T)		
information-preserving replication of DNA		
 alteration of genes by inserting, deleting, or substituting parts of DNA. 		
2. Use appropriate vocabulary to describe inheritable traits (i.e., genotype, phenotype).		
3. Explain the concepts of segregation, independent assortment, and dominant/recessive alleles.		
4. Identify traits that can and cannot be inherited.		
 5. Know how genetic variability results from the recombination and mutation of genes, including: • sorting and recombination of genes in sexual reproduction result in a change in DNA that is passed on to offspring • radiation or chemical substances can cause mutations in cells, resulting in a permanent change in DNA. 		
6. Understand the principles of sexual and asexual reproduction, including meiosis and mitosis.		
7. Know that most cells in the human body contain 23 pairs of chromosomes including one pair that		
determines sex, and that human females have two X chromosomes and human males have an X and a Y		
chromosome.		
Biological Evolution 8. Describe the evidence for the first appearance of life on Earth as one-celled organisms, over 3.5 billion years ago, and for the later appearance of a diversity of multicellular organisms over millions of years. 9. Critically analyze the data and observations supporting the conclusion that the species living on Earth today		
are related by descent from the ancestral one-celled organisms.		
10. Understand the data, observations, and logic supporting the conclusion that species today evolved from		
earlier, distinctly different species, originating from the ancestral one-celled organisms.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Earth Science	Full or Partial
11. Understand that evolution is a consequence of many factors, including the ability of organisms to		
reproduce, genetic variability, the effect of limited resources, and natural selection.		
12. Explain how natural selection favors individuals who are better able to survive, reproduce, and leave		
offspring.		
13. Analyze how evolution by natural selection and other mechanisms explains many phenomena including the fossil record of ancient life forms and similarities (both physical and molecular) among different species.		
9-12 Benchmark III: Understand the characteristics, structures, and functions of cells.		
Structure and Function		
1. Know that cells are made of proteins composed of combinations of amino acids.		
 2. Know that specialized structures inside cells in most organisms carry out different functions, including: parts of a cell and their functions (e.g., nucleus, chromosomes, plasma, and mitochondria) storage of genetic material in DNA similarities and differences between plant and animal cells prokaryotic and eukaryotic cells. 		
3. Describe the mechanisms for cellular processes (e.g., energy production and storage, transport of molecules,		
waste disposal, synthesis of new molecules). 4. Know how the cell membrane controls which ions and molecules enter and leave the cell based on		
membrane permeability and transport (i.e., osmosis, diffusion, active transport, passive transport).		
5. Explain how cells differentiate and specialize during the growth of an organism, including:		
• differentiation, regulated through the selected expression of different genes		
• specialized cells, response to stimuli (e.g., nerve cells, sense organs).		
6. Know that DNA directs protein building (e.g., role of RNA).		
Biochemical Mechanisms		
7. Describe how most cell functions involve chemical reactions, including:		
promotion or inhibition of biochemical reactions by enzymes		
• processes of respiration (e.g., energy production, ATP)		
• communication from cell to cell by secretion of a variety of chemicals (e.g., hormones).		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Earth Science	Full or Partial
Should He Content of Colores		
Strand II: Content of Science		
Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe,		
the interconnections among them, and the processes and interactions of Earth's systems. 9-12 Benchmark I: Examine the scientific theories of the origin, structure, contents, and evolution of the		
solar system and the universe, and their interconnections.		
Structure and Function		
1. Understand the scale and contents of the universe, including:.		
• range of structures from atoms through astronomical objects to the universe	EB.05.02, EB.05.05,	
• objects in the universe such as planets, stars, galaxies, and nebulae.	EB.08	Full
2. Predict changes in the positions and appearances of objects in the sky (e.g., moon, sun) based on knowledge		Tun
of current positions and patterns of movements (e.g., lunar cycles, seasons).	EB.05.04, EB.06.05	Full
3. Understand how knowledge about the universe comes from evidence collected from advanced technology	25.03.0 1) 25.00.03	
(e.g., telescopes, satellites, images, computer models).	EB.06.02	Partial
4. Describe the key observations that led to the acceptance of the Big Bang theory and that the age of the		
universe is over 10 billion years.	EB.06.06, EB.06.07	Full
5. Explain how objects in the universe emit different electromagnetic radiation and how this information is	,	
used.	EB.06.01, EB.06.05	Partial
6. Describe how stars are powered by nuclear fusion, how luminosity and temperature indicate their age, and	EB.06.03, EB.06.05,	
how stellar processes create heavier and stable elements that are found throughout the universe.	EB.06.06	Full
7. Examine the role that New Mexico research facilities play in current space exploration (e.g., Very Large		
Array, Goddard Space Center).		
9-12 Benchmark II: Examine the scientific theories of the origin, structure, energy, and evolution of Earth and		
its atmosphere, and their interconnections.		
Characteristics and Evolution of Earth		
1. Describe the characteristics and the evolution of Earth in terms of the geosphere, the hydrosphere, the		
atmosphere, and the biosphere.	EA.01.02	Partial
	EB.01.01, EB.01.02,	
2. Recognize that radiometric data indicate that Earth is at least 4 billion years old and that Earth has changed	EB.01.03, EB.01.04,	
during that period.	EB.01.05	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Earth Science	Full or Partial
	EA.01.02, EA.07.04,	
	EA.08.01, EA.08.02,	
	EA.08.03, EA.08.04,	
3. Describe the internal structure of Earth (e.g., core, mantle, crust) and the structure of Earth's plates.	EA.08.05, EA.08.06	Full
4. Understand the changes in Earth's past and the investigative methods used to determine geologic time, including:		
• rock sequences, relative dating, fossil correlation, and radiometric dating	EB.01.01, EB.01.02,	
• geologic time scales, historic changes in life forms, and the evidence for absolute ages (e.g., radiometric	EB.01.03, EB.01.04,	
methods, tree rings, paleomagnetism).	EB.01.05	Full
7	EA.08.01, EA.08.02,	
	EA.08.03, EA.08.04,	
5. Explain plate tectonic theory and understand the evidence that supports it.	EA.08.05, EA.08.06	Full
Energy in Earth's System		
6. Know that Earth's systems are driven by internal (i.e., radioactive decay and gravitational energy) and	EA.01.04, EA.03.01,	
external (i.e., the sun) sources of energy.	EB.03.02, EB.06.03	Full
7. Describe convection as the mechanism for moving heat energy from deep within Earth to the surface and		
discuss how this process results in plate tectonics, including:	EA.07.01, EA.08.04,	
 geological manifestations (e.g., earthquakes, volcanoes, mountain building) that occur at plate boundaries 	EA.08.05, EA.08.06,	
• impact of plate motions on societies and the environment (e.g., earthquakes, volcanoes).	EA.08.07	Full
8. Describe the patterns and relationships in the circulation of air and water driven by the sun's radiant energy	,	
including:	EB.03.01, EB.03.02,	
• patterns in weather systems related to the transfer of energy	EB.03.03, EB.03.04,	
differences between climate and weather	EB.03.05, EB.03.06,	
• global climate, global warming, and the greenhouse effect	EB.03.07, EB.04.05,	
• El Niño, La Niña, and other climatic trends.	EB.04.06, EB.04.07	Full
Geochemical Cycles		
9. Know that Earth's system contains a fixed amount of natural resources that cycle among land, water, the	EA.04.01, EA.04.02,	
atmosphere, and living things (e.g., carbon and nitrogen cycles, rock cycle, water cycle, ground water,	EA.04.03, EA.04.04,	
aquifers).	EA.04.05	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Earth Science	Full or Partial
	EA.02.01, EA.02.02,	
	EA.02.03, EA.02.04,	
10. Describe the composition and structure of Earth's materials, including:	EA.02.05, EA.03.01,	
• the major rock types (i.e., sedimentary, igneous, metamorphic) and their formation	EA.03.02, EA.03.03,	
• natural resources (e.g., minerals, petroleum) and their formation.	EA.03.04, EA.03.05	Full
	EA.01.02, EB.03.05,	
11. Explain how layers of the atmosphere (e.g., ozone, ionosphere) change naturally and artificially.	EB.04.07	Partial
12. Explain how the availability of ground water through aquifers can fluctuate based on multiple factors (i.e.,		
rate of use, rate of replenishment, surface changes, and changes in temperature).	EA.05.07	Partial
Strand III: Science and Society		
Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are		
influenced by, individuals and societies.		
9-12 Benchmark I: Examine and analyze how scientific discoveries and their applications affect the world,		
and explain how societies influence scientific investigations and applications.		
Science and Technology		
1. Know how science enables technology but also constrains it, and recognize the difference between real		
technology and science fiction (e.g., rockets vs. antigravity machines; nuclear reactors vs. perpetual-motion		
machines; medical X-rays vs. Star Trek tricorders).		
2. Understand how advances in technology enable further advances in science (e.g., microscopes and cellular	EA.01.03, EA.04.02,	
structure; telescopes and understanding of the universe).	EB.06.02	Partial
3. Evaluate the influences of technology on society (e.g., communications, petroleum, transportation, nuclear energy, computers, medicine, genetic engineering) including both desired and undesired effects, and including some historical examples (e.g., the wheel, the plow, the printing press, the lightning rod).	EA.04.02, EB.06.02	Partial
4. Understand the scientific foundations of common technologies (e.g., kitchen appliances, radio, television,		
aircraft, rockets, computers, medical X-rays, selective breeding, fertilizers and pesticides, agricultural		
equipment).		
5. Understand that applications of genetics can meet human needs and can create new problems (e.g.,		
agriculture, medicine, cloning).		
6. Analyze the impact of digital technologies on the availability, creation, and dissemination of information.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Earth Science	Full or Partial
7. Describe how human activities have affected ozone in the upper atmosphere and how it affects health and	EA.01.02, EB.03.05,	
the environment.	EB.04.07	Partial
8. Describe uses of radioactivity (e.g., nuclear power, nuclear medicine, radiometric dating).	EB.01.03	Partial
Science and Society 9. Describe how scientific knowledge helps decision makers with local, national, and global challenges (e.g., Waste Isolation Pilot Project [WIPP], mining, drought, population growth, alternative energy, climate change).	EA.04.04	Partial
 10. Describe major historical changes in scientific perspectives (e.g., atomic theory, germs, cosmology, relativity, plate tectonics, evolution) and the experimental observations that triggered them. 11. Know that societal factors can promote or constrain scientific discovery (e.g., government funding, laws 	EA.08.03, EB.05.01	Partial
and regulations about human cloning and genetically modified organisms, gender and ethnic bias, AIDS research, alternative-energy research).		
12. Explain how societies can change ecosystems and how these changes can be reversible or irreversible.		
13. Describe how environmental, economic, and political interests impact resource management and use in New Mexico.		
14. Describe New Mexico's role in nuclear science (e.g., Manhattan Project, WIPP, national laboratories).		
Science and Individuals		
	EA.01.03, EA.04.02,	
15. Identify how science has produced knowledge that is relevant to individual health and material prosperity.	EB.06.02	Partial
16. Understand that reasonable people may disagree about some issues that are of interest to both science	EA.01.02, EA.08.03,	Da atal
and religion (e.g., the origin of life on Earth, the cause of the Big Bang, the future of Earth).	EB.05.01, EB.06.07	Partial
17. Identify important questions that science cannot answer (e.g., questions that are beyond today's science,		
decisions that science can only help to make, questions that are inherently outside of the realm of science).		
18. Understand that scientists have characteristics in common with other individuals (e.g., employment and		
career needs, curiosity, desire to perform public service, greed, preconceptions and biases, temptation to be		
unethical, core values including honesty and openness).	EA.01.01	Partial

New Mexico Standards for Science Curriculum Correlation	Connections Academy Earth Science	Full or Partial
19. Know that science plays a role in many different kinds of careers and activities (e.g., public service, volunteers, public office holders, researchers, teachers, doctors, nurses, technicians, farmers, ranchers).	EA.01.01	Partial

New Mexico Standards for Science Curriculum Correlation	Connections Academy Physical Science	Full or Partial
Strand I: Scientific Thinking and Practice		
9-12 Benchmark I: Use accepted scientific methods to collect, analyze, and interpret data and observations		
and to design and conduct scientific investigations and communicate results.	DCA 04 04 DCA 04 02	
	PSA.01.01, PSA.01.02,	
	PSA.01.03, PSB.01.07,	
1. Describe the essential components of an investigation, including appropriate methodologies, proper	PSB.02.08, PSB.03.05,	
equipment, and safety precautions. 2. Design and conduct scientific investigations that include:	Throughout	Full
 testable hypotheses controls and variables 		
methods to collect, analyze, and interpret data	DCA 04 04 DCA 04 03	
• results that address hypotheses being investigated	PSA.01.01, PSA.01.02,	
• predictions based on results	PSA.01.03, PSB.01.07,	
re-evaluation of hypotheses and additional experimentation as necessary	PSB.02.08, PSB.03.05,	- U
error analysis.	Throughout PSA.01.02,	Full
	· ·	
	PSA.01.03, PSB.01.07,	
3. Use appropriate technologies to collect, analyze, and communicate scientific data (e.g., computers,	PSB.02.08, PSB.03.05,	EU
calculators, balances, microscopes).	Throughout	Full
4. Convey results of investigations using scientific concepts, methodologies, and expressions, including:		
• scientific language and symbols		
• diagrams, charts, and other data displays	PSA.01.01, PSA.01.02,	
• mathematical expressions and processes (e.g., mean, median, slope, proportionality	PSA.01.03, PSB.01.07,	
• clear, logical, and concise communication	PSB.02.08, PSB.03.05,	
• reasoned arguments.	Throughout	Full
- reasoned arguments.	PSA.01.02, PSA.03.01,	i uii
5. Understand how scientific theories are used to explain and predict natural phenomena (e.g., plate tectonics,	· ·	
ocean currents, structure of the atom).	PSB.05.06	Full
Benchmark II: Understand that scientific processes produce scientific knowledge that is continually	00.00.00	i uii
evaluated, validated, revised, or rejected.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Physical Science	Full or Partial
1. Understand how scientific processes produce valid, reliable results, including:		
• consistency of explanations with data and observations		
openness to peer review	PSA.01.01, PSA.01.02,	
• full disclosure and examination of assumptions	PSA.01.03, PSB.01.07,	
testability of hypotheses	PSB.02.08, PSB.03.05,	
repeatability of experiments and reproducibility of results.	Throughout	Full
2. Use scientific reasoning and valid logic to recognize:		
• faulty logic	PSA.01.01, PSA.01.02,	
cause and effect	PSA.01.03, PSB.01.07,	
• the difference between observation and unsubstantiated inferences and conclusions	PSB.02.08, PSB.03.05,	
• potential bias.	Throughout	Full
	PSA.01.01, PSA.01.02,	
	PSA.01.03, PSB.01.07,	
	PSB.02.08, PSB.03.05,	
3. Understand how new data and observations can result in new scientific knowledge.	Throughout	Full
	PSA.01.01, PSA.01.02,	
	PSA.01.03, PSB.01.07,	
	PSB.02.08, PSB.03.05,	
4. Critically analyze an accepted explanation by reviewing current scientific knowledge.	Throughout	Full
	PSA.01.01, PSA.01.02,	
	PSA.01.03, PSB.01.07,	
5. Examine investigations of current interest in science (e.g., superconductivity, molecular machines, age of the	PSB.02.08, PSB.03.05,	
universe).	Throughout	Full
6. Examine the scientific processes and logic used in investigations of past events (e.g., using data from crime	PSA.01.01, PSA.01.02,	
scenes, fossils), investigations that can be planned in advance but are only done once (e.g., expensive or time-	PSA.01.03, PSB.01.07,	
consuming experiments such as medical clinical trials), and investigations of phenomena that can be repeated	PSB.02.08, PSB.03.05,	
easily and frequently.	Throughout	Full
9-12 Benchmark III: Use mathematical concepts, principles, and expressions to analyze data, develop		
models, understand patterns and relationships, evaluate findings, and draw conclusions.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Physical Science	Full or Partial
	PSA.01.01, PSA.01.02,	
	PSA.01.03, PSB.01.07,	
	PSB.02.08, PSB.03.05,	
1. Create multiple displays of data to analyze and explain the relationships in scientific investigations.	Throughout	Full
	PSA.01.01, PSA.01.02,	
	PSA.01.03, PSB.01.07,	
	PSB.02.08, PSB.03.05,	
2. Use mathematical models to describe, explain, and predict natural phenomena.	Throughout	Full
	PSA.01.01, PSA.01.02,	
	PSA.01.03, PSB.01.07,	
3. Use technologies to quantify relationships in scientific hypotheses (e.g., calculators, computer spreadsheets	PSB.02.08, PSB.03.05,	
and databases, graphing software, simulations, modeling).	Throughout	Full
	PSA.01.01, PSA.01.02,	
	PSA.01.03, PSB.01.07,	
	PSB.02.08, PSB.03.05,	
4. Identify and apply measurement techniques and consider possible effects of measurement errors.	Throughout	Full
	PSA.01.01, PSA.01.02,	
	PSA.01.03, PSB.01.07,	
5. Use mathematics to express and establish scientific relationships (e.g., scientific notation, vectors,	PSB.02.08, PSB.03.05,	
dimensional analysis).	Throughout	Full
Strand II: Content of Science		
Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of		
energy, and the interactions between matter and energy.		
9-12 Benchmark I: Understand the properties, underlying structure, and reactions of matter.		
Properties of Matter		
	PSA.02.01, PSA.02.02,	
	PSA.02.03, PSA.02.04,	
1. Classify matter in a variety of ways (e.g., element, compound, mixture; solid, liquid, gas; acidic, basic,	PSA.02.05, PSA.02.06,	
neutral).	PSA.02.07	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Physical Science	Full or Partial
	PSA.02.01, PSA.02.02,	
	PSA.02.03, PSA.02.04,	
2. Identify, measure, and use a variety of physical and chemical properties (e.g., electrical conductivity, densit		
viscosity, chemical reactivity, pH, melting point).	PSA.02.07	Full
	PSA.02.01, PSA.02.02,	
	PSA.02.03, PSA.02.04,	
3. Know how to use properties to separate mixtures into pure substances (e.g., distillation, chromatography,	PSA.02.05, PSA.02.06,	
solubility).	PSA.02.07	Full
	PSA.02.01, PSA.02.02,	
	PSA.02.03, PSA.02.04,	
	PSA.02.05, PSA.02.06,	
4. Describe trends in properties (e.g., ionization energy or reactivity as a function of location on the periodic	PSA.02.07, PSA.03.04,	
table, boiling point of organic liquids as a function of molecular weight).	PSA.02.06, PSA.03.07	Full
Structure of Matter		
	PSA.03.01, PSA.03.02,	
5. Understand that matter is made of atoms and that atoms are made of subatomic particles.	PSA.03.03	Full
6. Understand atomic structure, including:		
most space occupied by electrons		
• nucleus made of protons and neutrons		
• isotopes of an element		
 masses of proton and neutron 2000 times greater than mass of electron 	PSA.03.01, PSA.03.02,	
• atom held together by proton-electron electrical forces.	PSA.03.03	Full
7. Explain how electrons determine the properties of substances by:	PSA.03.01, PSA.03.02,	
• interactions between atoms through transferring or sharing valence electrons	PSA.03.03, PSA.03.06,	
• ionic and covalent bonds	PSA.03.07, PSA.03.08,	
• the ability of carbon to form a diverse array of organic structures.	PSA.03.09	Full
	PSA.03.01, PSA.03.02,	
	PSA.03.03, PSA.03.04,	
8. Make predictions about elements using the periodic table (e.g., number of valence electrons, metallic	PSA.03.06, PSA.03.07,	
character, reactivity, conductivity, type of bond between elements).	PSA.03.08, PSA.03.09	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Physical Science	Full or Partial
	PSA.03.01, PSA.03.02,	
	PSA.03.03, PSA.03.04,	
9. Understand how the type and arrangement of atoms and their bonds determine macroscopic properties	PSA.03.06, PSA.03.07,	
(e.g., boiling point, electrical conductivity, hardness of minerals).	PSA.03.08, PSA.03.09	Full
10. Know that states of matter (i.e., solid, liquid, gas) depend on the arrangement of atoms and molecules and	PSA.02.04, PSA.02.05,	
on their freedom of motion.	PSA.02.06, PSA.02.07	Full
11. Know that some atomic nuclei can change, including:		
• spontaneous decay		
half-life of isotopes		
• fission		
• fusion (e.g., the sun)	PSA.05.01, PSA.05.02,	
• alpha, beta, and gamma radiation.	PSA.05.03	Full
Chemical Reactions	PSA.04.01, PSA.04.02,	
12. Know that chemical reactions involve the rearrangement of atoms, and that they occur on many timescales	PSA.02.03, PSA.02.04,	
(e.g., picoseconds to millennia).	PSA.02.05, PSA.02.06	Full
	PSA.04.01, PSA.04.02,	
13. Understand types of chemical reactions (e.g., synthesis, decomposition, combustion, redox, neutralization)	PSA.02.03, PSA.02.04,	
and identify them as exothermic or endothermic.	PSA.02.05, PSA.02.06	Full
	PSA.03.10, PSA.04.01,	
14. Know how to express chemical reactions with balanced equations that show:	PSA.04.02, PSA.02.03,	
• conservation of mass	PSA.02.04, PSA.02.05,	
• products of common reactions.	PSA.02.06	Full
	PSA.04.01, PSA.04.02,	
15. Describe how the rate of chemical reactions depends on many factors that include temperature,	PSA.02.03, PSA.02.04,	
concentration, and the presence of catalysts.	PSA.02.05, PSA.02.06	Full
9-12 Benchmark II: Understand the transformation and transmission of energy and how energy and matter interact.		
	PSB.02.05, PSB.02.06,	
Energy Transformation and Transfer	PSB.02.07, PSB.02.08,	
1. Identify different forms of energy, including kinetic, gravitational (potential), chemical, thermal, nuclear, and	PSB.02.09, PSB.02.10,	
electromagnetic.	PSB.02.11	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Physical Science	Full or Partial
2. Explain how thermal energy (heat) consists of the random motion and vibrations of atoms and molecules	PSB.02.09, PSB.02.10,	
and is measured by temperature.	PSB.02.11	Full
	PSB.02.05, PSB.02.06,	
3. Understand that energy can change from one form to another (e.g., changes in kinetic and potential energy	PSB.02.07, PSB.02.08,	
in a gravitational field, heats of reaction, hydroelectric dams) and know that energy is conserved in these	PSB.02.09, PSB.02.10,	
changes.	PSB.02.11	Full
4. Understand how heat can be transferred by conduction, convection, and radiation, and how heat conduction	PSB.02.09, PSB.02.10,	
differs in conductors and insulators.	PSB.02.11	Full
5. Explain how heat flows in terms of the transfer of vibrational motion of atoms and molecules from hotter to	PSB.02.09, PSB.02.10,	
colder regions.	PSB.02.11	Full
	PSB.02.05, PSB.02.06,	
	PSB.02.07, PSB.02.08,	
6. Understand that the ability of energy to do something useful (work) tends to decrease (and never increases)	PSB.02.09, PSB.02.10,	
as energy is converted from one form to another.	PSB.02.11	Full
Interactions of Energy and Matter		
7. Understand that electromagnetic waves carry energy that can be transferred when they interact with		
matter.	PSB.03.06, PSB.03.07	Full
8. Describe the characteristics of electromagnetic waves (e.g., visible light, radio, microwave, X-ray, ultraviolet,		
gamma) and other waves (e.g., sound, seismic waves, water waves), including:		
• origin and potential hazards of various forms of electromagnetic radiation		
• energy of electromagnetic waves carried in discrete energy packets (photons) whose energy is inversely		
proportional to wavelength.	PSB.03.06, PSB.03.07	Full
9. Know that each kind of atom or molecule can gain or lose energy only in discrete amounts.	PSA.02.06, PSA.04.03	Full
10. Explain how wavelengths of electromagnetic radiation can be used to identify atoms, molecules, and the	. 5,52.155, 1 5, 1105	i dii
composition of stars.	PSB.03.06, PSB.03.07	Full
	PSA.04.03, PSA04.04,	i dii
11. Understand the concept of equilibrium (i.e., thermal, mechanical, and chemical).	PSA.04.05	Full
11. Onderstand the concept of equilibrium (i.e., thermal, mechanical, and thermical).	1 5/1.07.05	i uli
9-12 Benchmark III: Understand the motion of objects and waves, and the forces that cause them.		
Forces		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Physical Science	Full or Partial
	PSB.01.04, PSB.01.05,	
1. Know that there are four fundamental forces in nature: gravitation, electromagnetism, weak nuclear force,	PSB.01.06, PSB.01.08,	
and strong nuclear force.	PSB.01.09	Full
2. Know that every object exerts gravitational force on every other object, and how this force depends on the		
masses of the objects and the distance between them.	PSB.01.08	Partial
3. Know that materials containing equal amounts of positive and negative charges are electrically neutral, but		
that a small excess or deficit of negative charges produces significant electrical forces.	PSB.04.01	Partial
4. Understand the relationship between force and pressure, and how the pressure of a volume of gas depends		
on the temperature and the amount of gas.	PSA.02.05	Full
5. Explain how electric currents cause magnetism and how changing magnetic fields produce electricity (e.g.,		
electric motors, generators).	PSB.04.07, PSB.04.08	Full
6. Represent the magnitude and direction of forces by vector diagrams.	PSB.01.01	Partial
7. Know that when one object exerts a force on a second object, the second object exerts a force of equal		
magnitude and in the opposite direction on the first object (i.e., Newton's Third Law).	PSB.01.06	Full
Motion		
8. Apply Newton's Laws to describe and analyze the behavior of moving objects, including:		
displacement, velocity, and acceleration of a moving object	PSB.01.01, PSB.01.02,	
• Newton's Second Law, F = ma (e.g., momentum and its conservation, the motion of an object falling under	PSB.01.03, PSB.01.04,	
gravity, the independence of a falling object's motion on mass)	PSB.01.05, PSB.01.06,	
circular motion and centripetal force.	PSB.01.07, PSB.01.08	Full
9. Describe relative motion using frames of reference.	PSB.01.01, PSB.01.02,	
	PSB.01.03	Full
10. Describe wave propagation using amplitude, wavelength, frequency, and speed.	PSB.03.01, PSB.03.02	Full
11. Explain how the interactions of waves can result in interference, reflection, and refraction.	PSB.03.03, PSB.03.08,	
	PSB.03.09	Full
	PSB.03.04, PSB.03.05,	
	PSB.03.06, PSB.03.07,	
	PSB.03.08, PSB.03.09,	
12. Describe how waves are used for practical purposes (e.g., seismic data, acoustic effects, Doppler effect).	PSB.03.10	Full

New Mexico Standards for Science Curriculum Correlation	Connections Academy Physical Science	Full or Partial
Strand II: Content of Science		
Standard II (Life Science): Understand the properties, structures, and processes of living things and the		
interdependence of living things and their environments.		
9-12 Benchmark I: Understand how the survival of species depends on biodiversity and on complex		
interactions, including the cycling of matter and the flow of energy.		
Ecosystems		
1. Know that an ecosystem is complex and may exhibit fluctuations around a steady state or may evolve over		
time.		
2. Describe how organisms cooperate and compete in ecosystems (e.g., producers, decomposers, herbivores,		
carnivores, omnivores, predator-prey, symbiosis, mutualism).		
3. Understand and describe how available resources limit the amount of life an ecosystem can support (e.g.,		
energy, water, oxygen, nutrients).		
4. Critically analyze how humans modify and change ecosystems (e.g., harvesting, pollution, population		
growth, technology).		
Energy Flow in the Environment		
5. Explain how matter and energy flow through biological systems (e.g., organisms, communities, ecosystems),		
and how the total amount of matter and energy is conserved but some energy is always released as heat to the		
environment.		
6. Describe how energy flows from the sun through plants to herbivores to carnivores and decomposers.		
7. Understand and explain the principles of photosynthesis (i.e., chloroplasts in plants convert light energy,		
carbon dioxide, and water into chemical energy).		
Biodiversity		
8. Understand and explain the hierarchical classification scheme (i.e., domain, kingdom, phylum, class, order,		
family, genus, species), including:		
• classification of an organism into a category		
• similarity inferred from molecular structure (DNA) closely matching classification based on anatomical		
similarities		
• similarities of organisms reflecting evolutionary relationships.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Physical Science	Full or Partial
9. Understand variation within and among species, including:		
mutations and genetic drift		
factors affecting the survival of an organism		
• natural selection.		
9-12 Benchmark II: Understand the genetic basis for inheritance and the basic concepts of biological evolution.		
Genetics		
1. Know how DNA carries all genetic information in the units of heredity called genes, including:		
• the structure of DNA (e.g., subunits A, G, C, T)		
• information-preserving replication of DNA		
alteration of genes by inserting, deleting, or substituting parts of DNA.		
2. Use appropriate vocabulary to describe inheritable traits (i.e., genotype, phenotype).		
3. Explain the concepts of segregation, independent assortment, and dominant/recessive alleles.		
4. Identify traits that can and cannot be inherited.		
5. Know how genetic variability results from the recombination and mutation of genes, including:		
• sorting and recombination of genes in sexual reproduction result in a change in DNA that is passed on to		
offspring		
• radiation or chemical substances can cause mutations in cells, resulting in a permanent change in DNA.		
6. Understand the principles of sexual and asexual reproduction, including meiosis and mitosis.		
7. Know that most cells in the human body contain 23 pairs of chromosomes including one pair that		
determines sex, and that human females have two X chromosomes and human males have an X and a Y		
chromosome.		
Biological Evolution		
8. Describe the evidence for the first appearance of life on Earth as one-celled organisms, over 3.5 billion years		
ago, and for the later appearance of a diversity of multicellular organisms over millions of years.		
9. Critically analyze the data and observations supporting the conclusion that the species living on Earth today		
are related by descent from the ancestral one-celled organisms.		
10. Understand the data, observations, and logic supporting the conclusion that species today evolved from		
earlier, distinctly different species, originating from the ancestral one-celled organisms.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Physical Science	Full or Partial
11. Understand that evolution is a consequence of many factors, including the ability of organisms to		
reproduce, genetic variability, the effect of limited resources, and natural selection.		
12. Explain how natural selection favors individuals who are better able to survive, reproduce, and leave offspring.		
13. Analyze how evolution by natural selection and other mechanisms explains many phenomena including the fossil record of ancient life forms and similarities (both physical and molecular) among different species.		
9-12 Benchmark III: Understand the characteristics, structures, and functions of cells.		
Structure and Function		
1. Know that cells are made of proteins composed of combinations of amino acids.		
 2. Know that specialized structures inside cells in most organisms carry out different functions, including: parts of a cell and their functions (e.g., nucleus, chromosomes, plasma, and mitochondria) storage of genetic material in DNA similarities and differences between plant and animal cells 		
• prokaryotic and eukaryotic cells.		
3. Describe the mechanisms for cellular processes (e.g., energy production and storage, transport of molecules, waste disposal, synthesis of new molecules).		
4. Know how the cell membrane controls which ions and molecules enter and leave the cell based on membrane permeability and transport (i.e., osmosis, diffusion, active transport, passive transport).		
5. Explain how cells differentiate and specialize during the growth of an organism, including:differentiation, regulated through the selected expression of different genes		
• specialized cells, response to stimuli (e.g., nerve cells, sense organs).		
6. Know that DNA directs protein building (e.g., role of RNA).		
Biochemical Mechanisms		
7. Describe how most cell functions involve chemical reactions, including:		
promotion or inhibition of biochemical reactions by enzymes		
• processes of respiration (e.g., energy production, ATP)		
• communication from cell to cell by secretion of a variety of chemicals (e.g., hormones).		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Physical Science	Full or Partial
Strand II: Content of Science		
Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe,		
the interconnections among them, and the processes and interactions of Earth's systems.		
9-12 Benchmark I: Examine the scientific theories of the origin, structure, contents, and evolution of the		
solar system and the universe, and their interconnections.		
	PSA.03.01, PSA.03.02,	
Structure and Function	PSB.05.01, PSB.05.02,	
1. Understand the scale and contents of the universe, including:.	PSB.05.03, PSB.05.04,	
 range of structures from atoms through astronomical objects to the universe 	PSB.05.06, PSB.05.07,	
• objects in the universe such as planets, stars, galaxies, and nebulae.	PSB.05.08	Full
	PSB.05.01, PSB.05.02,	
2. Predict changes in the positions and appearances of objects in the sky (e.g., moon, sun) based on knowledge	PSB.05.03, PSB.05.04,	
of current positions and patterns of movements (e.g., lunar cycles, seasons).	PSB.05.07, PSB.05.08	Full
3. Understand how knowledge about the universe comes from evidence collected from advanced technology		
(e.g., telescopes, satellites, images, computer models).	PSB.05.01	Partial
4. Describe the key observations that led to the acceptance of the Big Bang theory and that the age of the		
universe is over 10 billion years.	PSB.05.06	Partial
5. Explain how objects in the universe emit different electromagnetic radiation and how this information is		
used.	PSB.05.07, PSB.05.08	Partial
6. Describe how stars are powered by nuclear fusion, how luminosity and temperature indicate their age, and	PSB.05.07, PSB.05.08,	
how stellar processes create heavier and stable elements that are found throughout the universe.	PSB.05.09	Full
7. Examine the role that New Mexico research facilities play in current space exploration (e.g., Very Large		
Array, Goddard Space Center).		
9-12 Benchmark II: Examine the scientific theories of the origin, structure, energy, and evolution of Earth and		
its atmosphere, and their interconnections.		
Characteristics and Evolution of Earth		
1. Describe the characteristics and the evolution of Earth in terms of the geosphere, the hydrosphere, the		
atmosphere, and the biosphere.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Physical Science	Full or Partial
2. Recognize that radiometric data indicate that Earth is at least 4 billion years old and that Earth has changed during that period.		
3. Describe the internal structure of Earth (e.g., core, mantle, crust) and the structure of Earth's plates.		
4. Understand the changes in Earth's past and the investigative methods used to determine geologic time, including:		
 rock sequences, relative dating, fossil correlation, and radiometric dating geologic time scales, historic changes in life forms, and the evidence for absolute ages (e.g., radiometric methods, tree rings, paleomagnetism). 		
5. Explain plate tectonic theory and understand the evidence that supports it.		
Energy in Earth's System		
6. Know that Earth's systems are driven by internal (i.e., radioactive decay and gravitational energy) and		
external (i.e., the sun) sources of energy.		
 7. Describe convection as the mechanism for moving heat energy from deep within Earth to the surface and discuss how this process results in plate tectonics, including: geological manifestations (e.g., earthquakes, volcanoes, mountain building) that occur at plate boundaries impact of plate motions on societies and the environment (e.g., earthquakes, volcanoes). 		
8. Describe the patterns and relationships in the circulation of air and water driven by the sun's radiant energy, including:		
• patterns in weather systems related to the transfer of energy		
• differences between climate and weather		
• global climate, global warming, and the greenhouse effect		
• El Niño, La Niña, and other climatic trends.		
Geochemical Cycles		
9. Know that Earth's system contains a fixed amount of natural resources that cycle among land, water, the		
atmosphere, and living things (e.g., carbon and nitrogen cycles, rock cycle, water cycle, ground water,		
aquifers).		
10. Describe the composition and structure of Earth's materials, including:		
• the major rock types (i.e., sedimentary, igneous, metamorphic) and their formation		
• natural resources (e.g., minerals, petroleum) and their formation.		

New Mexico Standards for Science Curriculum Correlation	Connections Academy Physical Science	Full or Partial
11. Explain how layers of the atmosphere (e.g., ozone, ionosphere) change naturally and artificially.		
12. Explain how the availability of ground water through aquifers can fluctuate based on multiple factors (i.e.,		
rate of use, rate of replenishment, surface changes, and changes in temperature).		
Strand III: Science and Society		
Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are		
influenced by, individuals and societies.		
9-12 Benchmark I: Examine and analyze how scientific discoveries and their applications affect the world,		
and explain how societies influence scientific investigations and applications.		
Science and Technology		
1. Know how science enables technology but also constrains it, and recognize the difference between real		
technology and science fiction (e.g., rockets vs. antigravity machines; nuclear reactors vs. perpetual-motion		
machines; medical X-rays vs. Star Trek tricorders).	PSA.01.01	Partial
2. Understand how advances in technology enable further advances in science (e.g., microscopes and cellular		
structure; telescopes and understanding of the universe).	PSA.01.01, PSB.05.01	Partial
3. Evaluate the influences of technology on society (e.g., communications, petroleum, transportation, nuclear energy, computers, medicine, genetic engineering) including both desired and undesired effects, and including some historical examples (e.g., the wheel, the plow, the printing press, the lightning rod).	PSA.01.01, PSB.05.01	Partial
4. Understand the scientific foundations of common technologies (e.g., kitchen appliances, radio, television,		
aircraft, rockets, computers, medical X-rays, selective breeding, fertilizers and pesticides, agricultural		
equipment).	PSA.01.01, PSB.05.01	Partial
5. Understand that applications of genetics can meet human needs and can create new problems (e.g.,		
agriculture, medicine, cloning).		
6. Analyze the impact of digital technologies on the availability, creation, and dissemination of information.7. Describe how human activities have affected ozone in the upper atmosphere and how it affects health and	PSA.01.01	Partial
the environment.		
une environment.	PSA.05.01, PSA.05.02,	
	PSA.05.01, PSA.05.02, PSA.05.03, PSA.05.04,	
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8. Describe uses of radioactivity (e.g., nuclear power, nuclear medicine, radiometric dating).	PSA.05.05	Partial

New Mexico Standards for Science Curriculum Correlation	Connections Academy Physical Science	Full or Partial
Science and Society		
9. Describe how scientific knowledge helps decision makers with local, national, and global challenges (e.g.,		
Waste Isolation Pilot Project [WIPP], mining, drought, population growth, alternative energy, climate change).	PSA.01.01, PSA.01.02	Partial
, and the second of the second	PSA.01.02, PSA.03.01,	
10. Describe major historical changes in scientific perspectives (e.g., atomic theory, germs, cosmology,	PSA.03.03, PSB.05.01,	
relativity, plate tectonics, evolution) and the experimental observations that triggered them.	PSB.05.06	Partial
11. Know that societal factors can promote or constrain scientific discovery (e.g., government funding, laws		
and regulations about human cloning and genetically modified organisms, gender and ethnic bias, AIDS		
research, alternative-energy research).	PSA.01.01, PSA.01.02	Partial
12. Explain how societies can change ecosystems and how these changes can be reversible or irreversible.		
13. Describe how environmental, economic, and political interests impact resource management and use in		
New Mexico.		
14. Describe New Mexico's role in nuclear science (e.g., Manhattan Project, WIPP, national laboratories).		
Science and Individuals		
15. Identify how science has produced knowledge that is relevant to individual health and material prosperity.		Partial
	PSA.01.02, PSA.03.01,	
16. Understand that reasonable people may disagree about some issues that are of interest to both science	PSA.03.03, PSB.05.01,	
and religion (e.g., the origin of life on Earth, the cause of the Big Bang, the future of Earth).	PSB.05.06	Partial
17. Identify important questions that science cannot answer (e.g., questions that are beyond today's science,	DCA 04 04 DCA 04 03	Davidal
decisions that science can only help to make, questions that are inherently outside of the realm of science). 18. Understand that scientists have characteristics in common with other individuals (e.g., employment and	PSA.01.01, PSA.01.02	Partial
career needs, curiosity, desire to perform public service, greed, preconceptions and biases, temptation to be		
unethical, core values including honesty and openness).	PSA.01.01, PSA.01.02	Partial
unetifical, core values including notiesty and openiness).	1 3A.U1.U1, F3A.U1.U2	r ai lidi
19. Know that science plays a role in many different kinds of careers and activities (e.g., public service,		
volunteers, public office holders, researchers, teachers, doctors, nurses, technicians, farmers, ranchers).	PSA.01.01, PSA.01.02	Partial

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Connections Academy Earth Science	Connections Academy Physical Science
Strand I: Scientific Thinking and Practice			
9-12 Benchmark I: Use accepted scientific methods to collect, analyze, and interpret data and observations			
and to design and conduct scientific investigations and communicate results.			
	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
1. Describe the essential components of an investigation, including appropriate methodologies, proper	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
equipment, and safety precautions.	Throughout	Throughout	Throughout
2. Design and conduct scientific investigations that include:			
• testable hypotheses			
• controls and variables			
methods to collect, analyze, and interpret data			
results that address hypotheses being investigated	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
predictions based on results	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
re-evaluation of hypotheses and additional experimentation as necessary	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
• error analysis.	Throughout	Throughout	Throughout
	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
3. Use appropriate technologies to collect, analyze, and communicate scientific data (e.g., computers,	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
calculators, balances, microscopes).	Throughout	Throughout	Throughout
 4. Convey results of investigations using scientific concepts, methodologies, and expressions, including: • scientific language and symbols 			
• diagrams, charts, and other data displays	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
mathematical expressions and processes (e.g., mean, median, slope, proportionality	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
clear, logical, and concise communication	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
• reasoned arguments.	Throughout	Throughout	Throughout
	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	
	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.02, PSA.03.01,
5. Understand how scientific theories are used to explain and predict natural phenomena (e.g., plate tectonics,	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSA.03.03, PSB.05.01,
ocean currents, structure of the atom).	Throughout	Throughout	PSB.05.06
Benchmark II: Understand that scientific processes produce scientific knowledge that is continually evaluated, validated, revised, or rejected.			

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Connections Academy Earth Science	Connections Academy Physical Science
1. Understand how scientific processes produce valid, reliable results, including:			
• consistency of explanations with data and observations			
• openness to peer review	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
• full disclosure and examination of assumptions	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
• testability of hypotheses	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
• repeatability of experiments and reproducibility of results.	Throughout	Throughout	Throughout
2. Use scientific reasoning and valid logic to recognize:			
• faulty logic	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
• cause and effect	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
• the difference between observation and unsubstantiated inferences and conclusions	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
• potential bias.	Throughout	Throughout	Throughout
	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
3. Understand how new data and observations can result in new scientific knowledge.	Throughout	Throughout	Throughout
	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
4. Critically analyze an accepted explanation by reviewing current scientific knowledge.	Throughout	Throughout	Throughout
	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
5. Examine investigations of current interest in science (e.g., superconductivity, molecular machines, age of the	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
universe).	Throughout	Throughout	Throughout
6. Examine the scientific processes and logic used in investigations of past events (e.g., using data from crime	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
scenes, fossils), investigations that can be planned in advance but are only done once (e.g., expensive or time-	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
consuming experiments such as medical clinical trials), and investigations of phenomena that can be repeated	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
easily and frequently.	Throughout	Throughout	Throughout
9-12 Benchmark III: Use mathematical concepts, principles, and expressions to analyze data, develop models understand patterns and relationships, evaluate findings, and draw conclusions.	,		
	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
1. Create multiple displays of data to analyze and explain the relationships in scientific investigations.	Throughout	Throughout	Throughout
F F /	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
2. Use mathematical models to describe, explain, and predict natural phenomena.	Throughout	Throughout	Throughout

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Connections Academy Earth Science	Connections Academy Physical Science
	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
3. Use technologies to quantify relationships in scientific hypotheses (e.g., calculators, computer spreadsheets	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
and databases, graphing software, simulations, modeling).	Throughout	Throughout	Throughout
	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
4. Identify and apply measurement techniques and consider possible effects of measurement errors.	Throughout	Throughout	Throughout
	CA.01.01, CA.01.02,	EA.01.01, EA.02.05,	PSA.01.01, PSA.01.02,
	CA.01.03, CB.01.08,	EA.03.05, EB.01.05,	PSA.01.03, PSB.01.07,
5. Use mathematics to express and establish scientific relationships (e.g., scientific notation, vectors,	CB.02.09, CB.02.10,	EB.02.08, EB.03.04,	PSB.02.08, PSB.03.05,
dimensional analysis).	Throughout	Throughout	Throughout
Strand II: Content of Science	Ü	Ŭ.	, and the second
Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of			
energy, and the interactions between matter and energy.			
9-12 Benchmark I: Understand the properties, underlying structure, and reactions of matter.			
Properties of Matter			
	CA.02.01, CA.02.02,		PSA.02.01, PSA.02.02,
	CB.01.01, CB.01.02,		PSA.02.03, PSA.02.04,
1. Classify matter in a variety of ways (e.g., element, compound, mixture; solid, liquid, gas; acidic, basic,	CB.01.03, CB.01.04,		PSA.02.05, PSA.02.06,
neutral).	Throughout	EA.05.05	PSA.02.07
	CA.02.01, CA.02.02,		PSA.02.01, PSA.02.02,
	CB.01.01, CB.01.02,		PSA.02.03, PSA.02.04,
2. Identify, measure, and use a variety of physical and chemical properties (e.g., electrical conductivity, density,			PSA.02.05, PSA.02.06,
viscosity, chemical reactivity, pH, melting point).	Throughout		PSA.02.07
viscosity, enemical reactivity, pri, metalig points.	Throughout		PSA.02.01, PSA.02.02,
			PSA.02.03, PSA.02.04,
3. Know how to use properties to separate mixtures into pure substances (e.g., distillation, chromatography,	CA.02.02, CA.02.03,		PSA.02.05, PSA.02.06,
solubility).	CB.01.11, CB.01.12		PSA.02.03, PSA.02.00,
Solubility).	CD.01.11, CD.01.12		PSA.02.07 PSA.02.01, PSA.02.02,
			PSA.02.03, PSA.02.04,
	CA.02.01, CA.02.04,		PSA.02.05, PSA.02.06,
4. Describe trends in properties (e.g., ionization energy or reactivity as a function of location on the periodic	CA.03.06, CA.03.07,		PSA.02.07, PSA.03.04,
table, boiling point of organic liquids as a function of molecular weight).	CA.03.08, CA.03.09		PSA.02.06, PSA.03.07
Structure of Matter			

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Connections Academy Earth Science	Connections Academy Physical Science
	CA.03.01, CA.03.02,		
	CA.03.03, CA.03.04,		PSA.03.01, PSA.03.02,
5. Understand that matter is made of atoms and that atoms are made of subatomic particles. 6. Understand atomic structure, including:	CA.03.05		PSA.03.03
most space occupied by electrons			
• nucleus made of protons and neutrons	CA 02 04 CA 02 02		
• isotopes of an element	CA.03.01, CA.03.02,		DS 4 00 04 DS 4 00 00
masses of proton and neutron 2000 times greater than mass of electron	CA.03.03, CA.03.04,		PSA.03.01, PSA.03.02,
atom held together by proton-electron electrical forces.	CA.03.05		PSA.03.03
7. Explain how electrons determine the properties of substances by:	04 00 04 04 00 00		PSA.03.01, PSA.03.02,
interactions between atoms through transferring or sharing valence electrons	CA.03.01, CA.03.02,		PSA.03.03, PSA.03.06,
• ionic and covalent bonds	CA.03.03, CA.03.04,		PSA.03.07, PSA.03.08,
the ability of carbon to form a diverse array of organic structures.	CA.03.05		PSA.03.09
			PSA.03.01, PSA.03.02,
			PSA.03.03, PSA.03.04,
8. Make predictions about elements using the periodic table (e.g., number of valence electrons, metallic	CA.03.05, CA.03.06,		PSA.03.06, PSA.03.07,
character, reactivity, conductivity, type of bond between elements).	CA.03.07, CA.03.08		PSA.03.08, PSA.03.09
			PSA.03.01, PSA.03.02,
			PSA.03.03, PSA.03.04,
9. Understand how the type and arrangement of atoms and their bonds determine macroscopic properties	CA.03.05, CA.03.06,		PSA.03.06, PSA.03.07,
(e.g., boiling point, electrical conductivity, hardness of minerals).	CA.03.07, CA.03.08		PSA.03.08, PSA.03.09
	CA.02.01, CB.01.01,		
	CB.01.02, CB.01.03,		
	CB.01.04, CB.01.05,		
10. Know that states of matter (i.e., solid, liquid, gas) depend on the arrangement of atoms and molecules and	CB.01.06, CB.01.07,		PSA.02.04, PSA.02.05,
on their freedom of motion.	CB.01.08, CB.01.09		PSA.02.06, PSA.02.07
11. Know that some atomic nuclei can change, including:			
• spontaneous decay			
half-life of isotopes			
• fission			
• fusion (e.g., the sun)	CB.06.01, CB.06.02,		PSA.05.01, PSA.05.02,
alpha, beta, and gamma radiation.	CB.06.03, CB.06.04		PSA.05.03
Chemical Reactions	CA.02.05, CA.02.06,		PSA.04.01, PSA.04.02,
12. Know that chemical reactions involve the rearrangement of atoms, and that they occur on many timescales	CA.05.10, CA.05.11,		PSA.02.03, PSA.02.04,
(e.g., picoseconds to millennia).	CA.05.12, CA.05.13		PSA.02.05, PSA.02.06

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Connections Academy Earth Science	Connections Academy Physical Science
	CA.02.05, CA.02.06,		PSA.04.01, PSA.04.02,
13. Understand types of chemical reactions (e.g., synthesis, decomposition, combustion, redox, neutralization			PSA.02.03, PSA.02.04,
and identify them as exothermic or endothermic.	CA.05.12, CA.05.13		PSA.02.05, PSA.02.06
	CA.02.05, CA.02.06,		
	CA.05.10, CA.05.11,		PSA.03.10, PSA.04.01,
14. Know how to express chemical reactions with balanced equations that show:	CA.05.12, CA.05.13,		PSA.04.02, PSA.02.03,
• conservation of mass	CA.06.01, CA.06.02,		PSA.02.04, PSA.02.05,
• products of common reactions.	CA.06.03, CA.06.04		PSA.02.06
	CA.02.05, CA.02.06,		
	CA.05.10, CA.05.11,		
	CA.05.12, CA.05.13,		PSA.04.01, PSA.04.02,
15. Describe how the rate of chemical reactions depends on many factors that include temperature,	CB.03.05, CB.03.06,		PSA.02.03, PSA.02.04,
concentration, and the presence of catalysts.	CB.03.07, CB.03.08		PSA.02.05, PSA.02.06
9-12 Benchmark II: Understand the transformation and transmission of energy and how energy and matter interact.			
	CB.03.01, CB.03.02,		PSB.02.05, PSB.02.06,
Energy Transformation and Transfer	CB.03.03, CB.03.04,		PSB.02.07, PSB.02.08,
1. Identify different forms of energy, including kinetic, gravitational (potential), chemical, thermal, nuclear, and	d CB.03.05, CB.03.06,		PSB.02.09, PSB.02.10,
electromagnetic.	CB.03.07, CB.03.08		PSB.02.11
	CB.03.01, CB.03.02,		
	CB.03.03, CB.03.04,		
2. Explain how thermal energy (heat) consists of the random motion and vibrations of atoms and molecules	CB.03.05, CB.03.06,		PSB.02.09, PSB.02.10,
and is measured by temperature.	CB.03.07, CB.03.08		PSB.02.11
	CB.03.01, CB.03.02,		
	CB.03.03, CB.03.04,		PSB.02.05, PSB.02.06,
3. Understand that energy can change from one form to another (e.g., changes in kinetic and potential energy	CB.03.05, CB.03.06,		PSB.02.07, PSB.02.08,
in a gravitational field, heats of reaction, hydroelectric dams) and know that energy is conserved in these	CB.03.07, CB.03.08,	EB.03.02, EBB.03.03,	PSB.02.09, PSB.02.10,
changes.	CB.04.57, CB.04.06	EB.03.04, EB.03.05	PSB.02.11
	CB.03.01, CB.03.02,	,	
	CB.03.03, CB.03.04,	EB.03.02, EBB.03.03,	
4. Understand how heat can be transferred by conduction, convection, and radiation, and how heat	CB.03.05, CB.03.06,	EB.03.04, EB.03.05,	PSB.02.09, PSB.02.10,
conduction differs in conductors and insulators.	CB.03.07, CB.03.08	EB.03.06	PSB.02.11
	CB.03.01, CB.03.02,		-
	CB.03.03, CB.03.04,	EB.03.02, EBB.03.03,	
		· · · · · · · · · · · · · · · · · · ·	
5. Explain how heat flows in terms of the transfer of vibrational motion of atoms and molecules from hotter to	CB.03.05, CB.03.06	EB.03.04, EB.03.05,	PSB.02.09, PSB.02.10,

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Connections Academy Earth Science	Connections Academy Physical Science
			PSB.02.05, PSB.02.06,
			PSB.02.07, PSB.02.08,
6. Understand that the ability of energy to do something useful (work) tends to decrease (and never increases)			PSB.02.09, PSB.02.10,
as energy is converted from one form to another.	CB.04.06, CB.06.01		PSB.02.11
Interactions of Energy and Matter			
7. Understand that electromagnetic waves carry energy that can be transferred when they interact with			
matter.			PSB.03.06, PSB.03.07
8. Describe the characteristics of electromagnetic waves (e.g., visible light, radio, microwave, X-ray, ultraviolet,			
gamma) and other waves (e.g., sound, seismic waves, water waves), including:			
 origin and potential hazards of various forms of electromagnetic radiation 			
• energy of electromagnetic waves carried in discrete energy packets (photons) whose energy is inversely			
proportional to wavelength.			PSB.03.06, PSB.03.07
	CA.03.05, CA.04.01,		
9. Know that each kind of atom or molecule can gain or lose energy only in discrete amounts.	CA.04.02, CB.01.02,		PSA.02.06, PSA.04.03
10. Explain how wavelengths of electromagnetic radiation can be used to identify atoms, molecules, and the		EB.06.01, EB.06.02,	
composition of stars.		EB.0303, EB.06.05	PSB.03.06, PSB.03.07
	CB.01.02, CB.01.04,		PSA.04.03, PSA04.04,
11. Understand the concept of equilibrium (i.e., thermal, mechanical, and chemical).	CB.03.07		PSA.04.05
9-12 Benchmark III: Understand the motion of objects and waves, and the forces that cause them.			
Forces			
			PSB.01.04, PSB.01.05,
1. Know that there are four fundamental forces in nature: gravitation, electromagnetism, weak nuclear force,			PSB.01.06, PSB.01.08,
and strong nuclear force.	CA.03.02	EB.05.01, EB.05.02	PSB.01.09
2. Know that every object exerts gravitational force on every other object, and how this force depends on the			
masses of the objects and the distance between them.		EB.05.01, EB.05.02	PSB.01.08
3. Know that materials containing equal amounts of positive and negative charges are electrically neutral, but			
that a small excess or deficit of negative charges produces significant electrical forces.	CA.03.02		PSB.04.01
	CB.01.05, CB.01.06,		
4. Understand the relationship between force and pressure, and how the pressure of a volume of gas depends			
on the temperature and the amount of gas.	CB.01.09		PSA.02.05
5. Explain how electric currents cause magnetism and how changing magnetic fields produce electricity (e.g.,			
electric motors, generators).			PSB.04.07, PSB.04.08
6. Represent the magnitude and direction of forces by vector diagrams.			PSB.01.01
7. Know that when one object exerts a force on a second object, the second object exerts a force of equal			
magnitude and in the opposite direction on the first object (i.e., Newton's Third Law).			PSB.01.06

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Connections Academy Earth Science	Connections Academy Physical Science
 Motion 8. Apply Newton's Laws to describe and analyze the behavior of moving objects, including: displacement, velocity, and acceleration of a moving object Newton's Second Law, F = ma (e.g., momentum and its conservation, the motion of an object falling under gravity, the independence of a falling object's motion on mass) circular motion and centripetal force. 9. Describe relative motion using frames of reference. 			PSB.01.01, PSB.01.02, PSB.01.03, PSB.01.04, PSB.01.05, PSB.01.06, PSB.01.07, PSB.01.08 PSB.01.01, PSB.01.02,
Describe wave propagation using amplitude, wavelength, frequency, and speed. Explain how the interactions of waves can result in interference, reflection, and refraction.		EB.06.01, EB.06.02	PSB.03.01, PSB.03.02 PSB.03.01, PSB.03.02 PSB.03.03, PSB.03.08,
		EB.06.01, EB.06.02	PSB.03.09 PSB.03.04, PSB.03.05, PSB.03.06, PSB.03.07, PSB.03.08, PSB.03.09,
12. Describe how waves are used for practical purposes (e.g., seismic data, acoustic effects, Doppler effect). Strand II: Content of Science Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.		EB.06.01, EB.06.02	PSB.03.10
9-12 Benchmark I: Understand how the survival of species depends on biodiversity and on complex interactions, including the cycling of matter and the flow of energy.			
Ecosystems			
1. Know that an ecosystem is complex and may exhibit fluctuations around a steady state or may evolve over time.	To be addressed by new Biology course launching for 2012-13		
2. Describe how organisms cooperate and compete in ecosystems (e.g., producers, decomposers, herbivores, carnivores, omnivores, predator-prey, symbiosis, mutualism).			
3. Understand and describe how available resources limit the amount of life an ecosystem can support (e.g., energy, water, oxygen, nutrients).			
4. Critically analyze how humans modify and change ecosystems (e.g., harvesting, pollution, population growth, technology).			
Energy Flow in the Environment 5. Explain how matter and energy flow through biological systems (e.g., organisms, communities, ecosystems), and how the total amount of matter and energy is conserved but some energy is always released as heat to the environment.			
6. Describe how energy flows from the sun through plants to herbivores to carnivores and decomposers.			

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Connections Academy Earth Science	Connections Academy Physical Science
7. Understand and explain the principles of photosynthesis (i.e., chloroplasts in plants convert light energy,			
carbon dioxide, and water into chemical energy).			
Biodiversity			
8. Understand and explain the hierarchical classification scheme (i.e., domain, kingdom, phylum, class, order,			
family, genus, species), including:			
classification of an organism into a category in the interest of a category			
• similarity inferred from molecular structure (DNA) closely matching classification based on anatomical similarities			
• similarities of organisms reflecting evolutionary relationships.			
9. Understand variation within and among species, including:			
mutations and genetic drift			
• factors affecting the survival of an organism			
• natural selection.			
9-12 Benchmark II: Understand the genetic basis for inheritance and the basic concepts of biological			
evolution.			
Genetics			
1. Know how DNA carries all genetic information in the units of heredity called genes, including:			
• the structure of DNA (e.g., subunits A, G, C, T)	To be addressed by new		
information-preserving replication of DNA	Biology course launching		
alteration of genes by inserting, deleting, or substituting parts of DNA.	for 2012-13		
2. Use appropriate vocabulary to describe inheritable traits (i.e., genotype, phenotype).			
3. Explain the concepts of segregation, independent assortment, and dominant/recessive alleles.			
4. Identify traits that can and cannot be inherited.			
5. Know how genetic variability results from the recombination and mutation of genes, including:			
• sorting and recombination of genes in sexual reproduction result in a change in DNA that is passed on to			
offspring			
• radiation or chemical substances can cause mutations in cells, resulting in a permanent change in DNA.			
6. Understand the principles of sexual and asexual reproduction, including meiosis and mitosis.			
7. Know that most cells in the human body contain 23 pairs of chromosomes including one pair that			
determines sex, and that human females have two X chromosomes and human males have an X and a Y			
chromosome.			
Biological Evolution			
8. Describe the evidence for the first appearance of life on Earth as one-celled organisms, over 3.5 billion years			
ago, and for the later appearance of a diversity of multicellular organisms over millions of years.			

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Connections Academy Earth Science	Connections Academy Physical Science
9. Critically analyze the data and observations supporting the conclusion that the species living on Earth today			
are related by descent from the ancestral one-celled organisms.			
10. Understand the data, observations, and logic supporting the conclusion that species today evolved from			
earlier, distinctly different species, originating from the ancestral one-celled organisms.			
11. Understand that evolution is a consequence of many factors, including the ability of organisms to reproduce, genetic variability, the effect of limited resources, and natural selection.			
12. Explain how natural selection favors individuals who are better able to survive, reproduce, and leave			
offspring.			
Susking.			
13. Analyze how evolution by natural selection and other mechanisms explains many phenomena including the			
fossil record of ancient life forms and similarities (both physical and molecular) among different species.			
9-12 Benchmark III: Understand the characteristics, structures, and functions of cells.			
Structure and Function			
	To be addressed by new		
	Biology course launching		
1. Know that cells are made of proteins composed of combinations of amino acids.	for 2012-13		
2. Know that specialized structures inside cells in most organisms carry out different functions, including:			
• parts of a cell and their functions (e.g., nucleus, chromosomes, plasma, and mitochondria)			
• storage of genetic material in DNA			
• similarities and differences between plant and animal cells			
prokaryotic and eukaryotic cells.			
3. Describe the mechanisms for cellular processes (e.g., energy production and storage, transport of molecules,			
waste disposal, synthesis of new molecules). 4. Know how the cell membrane controls which ions and molecules enter and leave the cell based on			
membrane permeability and transport (i.e., osmosis, diffusion, active transport, passive transport). 5. Explain how cells differentiate and specialize during the growth of an organism, including:			
differentiation, regulated through the selected expression of different genes			
• specialized cells, response to stimuli (e.g., nerve cells, sense organs).			
6. Know that DNA directs protein building (e.g., role of RNA).			
Biochemical Mechanisms			
7. Describe how most cell functions involve chemical reactions, including:			
• promotion or inhibition of biochemical reactions by enzymes			
• processes of respiration (e.g., energy production, ATP)			
• communication from cell to cell by secretion of a variety of chemicals (e.g., hormones).			

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Connections Academy Earth Science	Connections Academy Physical Science
Strand II: Content of Science			
Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe,			
the interconnections among them, and the processes and interactions of Earth's systems.			
9-12 Benchmark I: Examine the scientific theories of the origin, structure, contents, and evolution of the solar system and the universe, and their interconnections.			
			PSA.03.01, PSA.03.02,
Structure and Function			PSB.05.01, PSB.05.02,
1. Understand the scale and contents of the universe, including:	CA.03.01, CA.03.02,		PSB.05.03, PSB.05.04,
• range of structures from atoms through astronomical objects to the universe	CA.03.03, CA.03.04,	EB.05.02, EB.05.05,	PSB.05.06, PSB.05.07,
• objects in the universe such as planets, stars, galaxies, and nebulae.	CA.03.05	EB.08	PSB.05.08
2 Donalist shows a single prosition and announce of ships to in the slow (s. c. many annul board on lines, lades		ED 05 03 ED 05 03	PSB.05.01, PSB.05.02,
2. Predict changes in the positions and appearances of objects in the sky (e.g., moon, sun) based on knowledge	•	EB.05.02, EB.05.02,	PSB.05.03, PSB.05.04,
of current positions and patterns of movements (e.g., lunar cycles, seasons). 3. Understand how knowledge about the universe comes from evidence collected from advanced technology		EB.05.04, EB.06.05	PSB.05.07, PSB.05.08
(e.g., telescopes, satellites, images, computer models).		EB.06.02	PSB.05.01
4. Describe the key observations that led to the acceptance of the Big Bang theory and that the age of the		EB.00.02	P3B.U3.U1
universe is over 10 billion years.		EB.06.06, EB.06.07	PSB.05.06
5. Explain how objects in the universe emit different electromagnetic radiation and how this information is		LB.00.00, LB.00.07	1 35.03.00
used.		EB.06.01, EB.06.05	PSB.05.07, PSB.05.08
6. Describe how stars are powered by nuclear fusion, how luminosity and temperature indicate their age, and		EB.06.03, EB.06.05,	PSB.05.07, PSB.05.08,
how stellar processes create heavier and stable elements that are found throughout the universe.		EB.06.06	PSB.05.09
7. Examine the role that New Mexico research facilities play in current space exploration (e.g., Very Large		EB.00.00	1 35.03.03
Array, Goddard Space Center).			
9-12 Benchmark II: Examine the scientific theories of the origin, structure, energy, and evolution of Earth and			
its atmosphere, and their interconnections.			
Characteristics and Evolution of Earth			
1. Describe the characteristics and the evolution of Earth in terms of the geosphere, the hydrosphere, the			
atmosphere, and the biosphere.		EA.01.02	
		EB.01.01, EB.01.02,	
2. Recognize that radiometric data indicate that Earth is at least 4 billion years old and that Earth has changed		EB.01.03, EB.01.04,	
during that period.		EB.01.05	
		EA.01.02, EA.07.04,	
		EA.08.01, EA.08.02,	
		EA.08.03, EA.08.04,	
3. Describe the internal structure of Earth (e.g., core, mantle, crust) and the structure of Earth's plates.		EA.08.05, EA.08.06	

New Mexico Connections Academy

Appendix A - 253

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Connections Academy Earth Science	Connections Academy Physical Science
4. Understand the changes in Earth's past and the investigative methods used to determine geologic time,			
including:			
rock sequences, relative dating, fossil correlation, and radiometric dating		EB.01.01, EB.01.02,	
• geologic time scales, historic changes in life forms, and the evidence for absolute ages (e.g., radiometric		EB.01.03, EB.01.04,	
methods, tree rings, paleomagnetism).		EB.01.05	
		EA.08.01, EA.08.02,	
		EA.08.03, EA.08.04,	
5. Explain plate tectonic theory and understand the evidence that supports it.		EA.08.05, EA.08.06	
Energy in Earth's System			
6. Know that Earth's systems are driven by internal (i.e., radioactive decay and gravitational energy) and		EA.01.04, EA.03.01,	
external (i.e., the sun) sources of energy.		EB.03.02, EB.06.03	
7. Describe convection as the mechanism for moving heat energy from deep within Earth to the surface and			
discuss how this process results in plate tectonics, including:		EA.07.01, EA.08.04,	
• geological manifestations (e.g., earthquakes, volcanoes, mountain building) that occur at plate boundaries		EA.08.05, EA.08.06,	
• impact of plate motions on societies and the environment (e.g., earthquakes, volcanoes).		EA.08.07	
8. Describe the patterns and relationships in the circulation of air and water driven by the sun's radiant energy,		EA.00.07	
including:		EB.03.01, EB.03.02,	
• patterns in weather systems related to the transfer of energy		EB.03.03, EB.03.04,	
differences between climate and weather		EB.03.05, EB.03.06,	
global climate, global warming, and the greenhouse effect		EB.03.07, EB.04.05,	
• El Niño, La Niña, and other climatic trends.		EB.04.06, EB.04.07	
Geochemical Cycles			
9. Know that Earth's system contains a fixed amount of natural resources that cycle among land, water, the		EA.04.01, EA.04.02,	
atmosphere, and living things (e.g., carbon and nitrogen cycles, rock cycle, water cycle, ground water,		EA.04.03, EA.04.04,	
aquifers).		EA.04.05	
		EA.02.01, EA.02.02,	
		EA.02.03, EA.02.04,	
10. Describe the composition and structure of Earth's materials, including:		EA.02.05, EA.03.01,	
• the major rock types (i.e., sedimentary, igneous, metamorphic) and their formation		EA.03.02, EA.03.03,	
• natural resources (e.g., minerals, petroleum) and their formation.		EA.03.04, EA.03.05	
		EA.01.02, EB.03.05,	
11. Explain how layers of the atmosphere (e.g., ozone, ionosphere) change naturally and artificially.		EB.04.07	
12. Explain how the availability of ground water through aquifers can fluctuate based on multiple factors (i.e.,			
rate of use, rate of replenishment, surface changes, and changes in temperature).		EA.05.07	

New Mexico Connections Academy

Appendix A - 254

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Connections Academy Earth Science	Connections Academy Physical Science
Strand III: Science and Society			
Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are			
influenced by, individuals and societies. 9-12 Benchmark I: Examine and analyze how scientific discoveries and their applications affect the world, and			
explain how societies influence scientific investigations and applications. Science and Technology			
Know how science enables technology but also constrains it, and recognize the difference between real			
technology and science fiction (e.g., rockets vs. antigravity machines; nuclear reactors vs. perpetual-motion	CA.01.01, CA.01.02,		
machines; medical X-rays vs. Star Trek tricorders).	CA.01.03		PSA.01.01
2. Understand how advances in technology enable further advances in science (e.g., microscopes and cellular	CA.01.01, CA.01.02,	EA.01.03, EA.04.02,	. 5/1.01.01
structure; telescopes and understanding of the universe).	CA.01.03	EB.06.02	PSA.01.01, PSB.05.01
 Evaluate the influences of technology on society (e.g., communications, petroleum, transportation, nuclear energy, computers, medicine, genetic engineering) including both desired and undesired effects, and including some historical examples (e.g., the wheel, the plow, the printing press, the lightning rod). Understand the scientific foundations of common technologies (e.g., kitchen appliances, radio, television, aircraft, rockets, computers, medical X-rays, selective breeding, fertilizers and pesticides, agricultural equipment). Understand that applications of genetics can meet human needs and can create new problems (e.g., agriculture, medicine, cloning). Analyze the impact of digital technologies on the availability, creation, and dissemination of information. Describe how human activities have affected ozone in the upper atmosphere and how it affects health and the environment. 	CA.01.01, CA.01.02, CA.01.03 CA.01.01, CA.01.02, CA.01.03 CA.01.01, CA.01.02, CA.01.03	EA.04.02, EB.06.02 EA.01.02, EB.03.05, EB.04.07	PSA.01.01, PSB.05.01 PSA.01.01, PSB.05.01 PSA.01.01 PSA.05.01, PSA.05.02,
	CB.06.01, CB.06.02,		PSA.05.03, PSA.05.04,
8. Describe uses of radioactivity (e.g., nuclear power, nuclear medicine, radiometric dating).	CB.02.03, CB.02.04	EB.01.03	PSA.05.05
Science and Society 9. Describe how scientific knowledge helps decision makers with local, national, and global challenges (e.g., Waste Isolation Pilot Project [WIPP], mining, drought, population growth, alternative energy, climate change).	CA.01.01, CA.01.02, CA.01.03	EA.04.04	PSA.01.01, PSA.01.02
			PSA.01.02, PSA.03.01,
10. Describe major historical changes in scientific perspectives (e.g., atomic theory, germs, cosmology,	CA.01.01, CA.01.02,		PSA.03.03, PSB.05.01,
relativity, plate tectonics, evolution) and the experimental observations that triggered them.	CA.01.03	EA.08.03, EB.05.01	PSB.05.06
11. Know that societal factors can promote or constrain scientific discovery (e.g., government funding, laws			
and regulations about human cloning and genetically modified organisms, gender and ethnic bias, AIDS	CA.01.01, CA.01.02,		
research, alternative-energy research).	CA.01.03		PSA.01.01, PSA.01.02

New Mexico Connections Academy Appendix A - 255

New Mexico Standards for Science Curriculum Correlation	Connections Academy Chemistry	Connections Academy Earth Science	Connections Academy Physical Science
	To be addressed by		
	teachers and/or		
12. Explain how societies can change ecosystems and how these changes can be reversible or irreversible.	LiveLesson session		
	To be addressed by		
13. Describe how environmental, economic, and political interests impact resource management and use in	teachers and/or		
New Mexico.	LiveLesson session		
	To be addressed by		
	teachers and/or		
14. Describe New Mexico's role in nuclear science (e.g., Manhattan Project, WIPP, national laboratories).	LiveLesson session		
Science and Individuals			
	CA.01.01, CA.01.02,	EA.01.03, EA.04.02,	
15. Identify how science has produced knowledge that is relevant to individual health and material prosperity.	CA.01.03	EB.06.02	PSA.01.01, PSA.01.02
			PSA.01.02, PSA.03.01,
16. Understand that reasonable people may disagree about some issues that are of interest to both science	CA.01.01, CA.01.02,	EA.01.02, EA.08.03,	PSA.03.03, PSB.05.01,
and religion (e.g., the origin of life on Earth, the cause of the Big Bang, the future of Earth).	CA.01.03	EB.05.01, EB.06.07	PSB.05.06
17. Identify important questions that science cannot answer (e.g., questions that are beyond today's science,	CA.01.01, CA.01.02,		
decisions that science can only help to make, questions that are inherently outside of the realm of science).	CA.01.03		PSA.01.01, PSA.01.02
18. Understand that scientists have characteristics in common with other individuals (e.g., employment and			
career needs, curiosity, desire to perform public service, greed, preconceptions and biases, temptation to be	CA.01.01, CA.01.02,		
unethical, core values including honesty and openness).	, ,	EA.01.01	PSA.01.01, PSA.01.02
19. Know that science plays a role in many different kinds of careers and activities (e.g., public service,	CA.01.01, CA.01.02,		
volunteers, public office holders, researchers, teachers, doctors, nurses, technicians, farmers, ranchers).	CA.01.03	EA.01.01	PSA.01.01, PSA.01.02

New Mexico Connections Academy

Appendix A - 256

Course: English 10 A (Standard)

Display Name: English 10 A

- Units & Lessons
 - The Literature of the Americas (Unit)
 - Lessons
 - Course Introduction
 - Aztec Creation Story
 - **Emancipation**
 - The Tourist Center
 - Day of the Butterfly
 - No Dogs Bark
 - <u>En Crossroads: A Sad Vaudeville</u>
 - The Literature of the Americas Unit Review
 - The Literature of the Americas Unit Test
 - The Literature of the Americas II (Unit)
 - <u>Lessons</u>
 - **Love after Love**
 - When Greek Meets Greek
 - Girls Can We Educate We Dads? and In Trying Times
 - The Youngest Doll
 - Writing Workshop: Compare-and-Contrast Essay
 - The Third Bank of the River
 - The Book of Sand
 - The Censors
 - Tonight I Can Write and Serenity
 - And of Clay Are We Created
 - The Literature of the Americas II Review
 - The Literature of the Americas II Test
 - Writing Workshop: Compare and Contrast Essay
 - Adventures of Huckleberry Finn (Unit)
 - <u>Lessons</u>
 - Adventures of Huckleberry Finn: Lesson 1
 - Adventures of Huckleberry Finn: Lesson 2
 - Adventures of Huckleberry Finn: Lesson 3
 - Adventures of Huckleberry Finn: Lesson 4
 - Adventures of Huckleberry Finn: Lesson 5
 - Adventures of Huckleberry Finn: Lesson 6
 - Adventures of Huckleberry Finn: Lesson 7
 - Adventures of Huckleberry Finn: Lesson 8
 - Europe I (Unit)
 - Lessons
 - The Divine Comedy
 - First Confession

New Mexico Connections Academy

Appendix A - 257

6/6/2012 9:23 AM

- <u>Clearances</u>
- **Writing Workshop**
- The Love Song of J. Alfred Prufrock
- The Destructors Part 1
- The Destructors Part 2
- The Guitar and Poor Fish
- <u>Unit Review</u>
- <u>Unit 4 Test</u>
- Writing Workshop Expository Essay
- Europe II (Unit)
 - Lessons
 - The Black Sheep: Calvino, The Balek Scales: Boll
 - The Last Judgment: Capek
 - A Contribution to Statistics; And Yet the Books
 - <u>Writing Workshop: Personal Narrative</u>
 - The Rhinoceros: Part 1
 - The Rhinoceros: Part 2
 - Three Poems: Transtromer, Pasternak, and Voznesensk
 - Forbidden Fruit
 - **Europe II Review**
 - **Europe II Unit Test**
 - Writing Workshop Personal Narrative
- Africa (Unit)
 - Lessons
 - Sunjata Part 1
 - Sunjata Part 2 and Africa
 - Black Girl Part 1
 - Black Girl Part 2
 - Three Pieces: Senghor, Soyinka, Achebe
 - Writing Workshop: Poem
 - In the Shadow of War
 - Loyalties and A Meeting in the Dark Part 1
 - A Meeting in the Dark Part 2
 - The Pig
 - No Witchcraft for Sale
 - The Moment Before the Gun Went Off
 - The Prisoner Who Wore Glasses
 - The Literature of Africa Unit Review
 - The Literature of Africa Unit Test
 - Writing Workshop: Poem
- Semester Review and Exam (Unit)
 - Lessons

2 of 2

- English 10 A Semester Review
- English 10 A Semester Exam

New Mexico Connections Academy

Course: English 10 B (Standard)

Display Name: English 10 B

- Units & Lessons
 - The Importance of Being Earnest (Unit)
 - Lessons
 - The Playwright Oscar Wilde
 - Act I, First Half
 - Act I, Second Half
 - Act II, First Half
 - Act II, Second Half
 - Act III
 - The Importance of Being Earnest Unit Review
 - The Importance of Being Earnest Unit Test
 - Middle East and South Asia I (Unit)
 - <u>Lessons</u>
 - **!** Introduction to Indian Literature
 - India: The Ramayana
 - Algeria: "My Father Writes to My Mother"
 - Egypt: "Another Evening at the Club"
 - Writing Workshop: Descriptive Portrait
 - Egypt: "The Happy Man"
 - Israeli and Palestinian Literature
 - *The Swimming Contest"
 - Syria: "The Women's Baths"
 - Middle East and South Asia I Unit Review
 - Middle East and South Asia I Unit Test
 - **Writing Workshop**
 - Middle East and South Asia II (Unit)
 - Lessons
 - <u>"Wanted: A Town Without a Crazy": Izgu</u>
 - i Literature of Armenia and Iraq
 - "Five Hours to Simla"
 - * "The Cabuliwallah"
 - Narayan and Ondaatje
 - Online Communications
 - Middle East and South Asia II Unit Review
 - Middle East and South Asia II Unit Test
 - Writing Workshop: Research Proposal: Final Draft
 - The Research Paper (Unit)
 - <u>Lessons</u>
 - Prewriting: Researching and Taking Notes
 - Prewriting: Synthesizing Information and Thesis
 - Prewriting: Organizing and Outlining

New Mexico Connections Academy

- <u>Drafting: Refining the Thesis and Introduction</u>
- **I** Drafting: Body & Conclusion
- Revising Strategies: Focus
- Revising Strategies: Organization, Support, Voice
- Revising: Following a Style Guide
- Revising: Works Cited Page
- **Editing:** Incorporating Feedback
- Editing: Polishing and Publishing
- Nonfiction: Persuasion (Unit)
 - <u>Lessons</u>
 - Prewriting: Persuasive Writing
 - Preparation: Choose a Topic and Develop a Thesis
 - Preparation: Develop Arguments
 - Writing Workshop: Persuasive Speech: Outline
 - Revising Your Speech
 - Public Speaking
 - Presentation
 - Critical Listening Skills
 - Nonfiction: Persuasion Unit Review
 - Nonfiction: Persuasion Unit Test
 - Writing Workshop: Persuasive Speech Final
- East Asia and the Pacific Rim (Unit)
 - Lessons
 - The Three Kingdoms: Guanzhong
 - From Emperor to Citizen: P'u Yi
 - The Tall Woman and Her Short Husband: Jicai
 - Saboteur: Jin
 - Cranes: Sun-won
 - Thoughts of Hanoi: Thi Vinh
 - Writing Workshop: Literary Analysis Rough Draft
 - Tokyo: Hayashi
 - Eve to Her Daughters: Wright
 - A Way of Talking: Grace
 - East Asia and the Pacific Rim Unit Review
 - East Asia and the Pacific Rim Unit Test
 - Writing Workshop: Literary Analysis Final Draft
- Semester Exam (Unit)
 - <u>Lessons</u>

2 of 2

- English 10B Semester Review
- English 10B Semester Exam

New Mexico Connections Academy

Course: English 11 A (Standard)

Display Name: English 11 A

- Units & Lessons
 - Early American and Colonial Literature (Unit)
 - Lessons
 - American Literature: Our Nation's Voice
 - Earliest Voices: William Bradford
 - <u>Contemporary Voice: Fred Veilleux</u>
 - Earliest Voices: Anne Bradstreet, Phillis Wheatley
 - Earliest Voice: Jonathan Edwards
 - Earliest Voices: Olaudah Equiano
 - Earliest Voices: Thomas Paine
 - **Earliest Voices: The Founding Fathers**
 - <u>Author's Purpose</u>
 - **Timed Writing Assessments**
 - Early American and Colonial Literature Review
 - Early American and Colonial Literature Test
 - American Romanticism (Unit)
 - Lessons
 - American Romanticism
 - Nathaniel Hawthorne
 - Contemporary Literary Criticism
 - Edgar Allan Poe
 - Ralph Waldo Emerson
 - Henry David Thoreau
 - <u>Descriptive Essay: Rough Draft</u>
 - <u>Walt Whitman</u>
 - American Romanticism Review
 - American Romanticism Test
 - Descriptive Essay: Final Draft
 - in The Night Thoreau Spent in Jail (Unit)
 - Lessons
 - Obedience Versus Nonconformity
 - <u>Transcendentalism: Progress or Threat?</u>
 - Opposing the War
 - <u>Crafting a Scene</u>
 - A Solitary Man
 - **Doing the Impossible**
 - One of the Crowd
 - The Play's the Thing
 - Realism and Regionalism (Unit)
 - <u>Lessons</u>
 - <u>Realism</u>

New Mexico Connections Academy

- Emily Dickinson
- <u>Sarah Orne Jewett</u>
- <u> Mark Twain</u>
- <u>Ambrose Bierce</u>
- <u>Kate Chopin</u>
- Alternate Ending: Rough Draft
- <u>Charles Waddell Chesnutt</u>
- <u>Contemporary Connection: Cedric Yamanaka</u>
- Realism and Regionalism Review
- Realism and Regionalism Unit Test
- Alternate Ending: Final Draft
- Semester Review and Exam (Unit)
 - <u>Lessons</u>
 - <u>Semester Review</u>
 - <u>Semester Exam</u>

Course: English 11 B (Standard)

Display Name: English 11 B

- Units & Lessons
 - Voices of Modernism (1920s-1940s) (Unit)
 - Lessons
 - Introduction to Modernism
 - <u>Hemingway</u>
 - <u>Steinbeck</u>
 - Harlem Renaissance
 - Ellison
 - Hughes Hughes
 - Frost Frost
 - Writing Workshop: Literary Analysis Rough Draft
 - **i** Fitzgerald
 - <u>Porter</u>
 - Voices of Modernism (1920s-1940s) Unit Review
 - Voices of Modernism (1920s-1940s) Unit Test
 - Writing Workshop: Literary Analysis Final Draft
 - Post War Voices Emerge (1950s-1960s) (Unit)
 - <u>Lessons</u>
 - **E** Genres and Literary Movements
 - <u>Vonnegut</u>
 - <u>Updike</u>
 - <u>Compare and Contrast</u>
 - <u>Speeches</u>
 - The Rough Draft
 - **Beat Generation**
 - Unit Review
 - Postwar and Postmodern Unit Exam
 - The Final Draft
 - The Great Gatsby (Unit)
 - Lessons
 - The Great Gatsby: The Jazz Age
 - The Great Gatsby: F. Scott Fitzgerald
 - The Great Gatsby: Tone and Point of View
 - The Great Gatsby: Social Groups and Class
 - The Great Gatsby: Significance of Time
 - The Great Gatsby: The Dilemmas of Nick Carraway
 - The Great Gatsby: The American Dream
 - The Great Gatsby: Symbols and Allusions
 - The Great Gatsby: A Timeless Tragedy
 - The Great Gatsby: Loss of Innocence
 - Contemporary Postmodernism (Unit)

New Mexico Connections Academy Appendix A - 263

1 of 2 6/6/2012 4:55 PM

Lessons
• Contemporary Literature
• Charming Billy
• Mortals
• Multicultural Meter: Many New Voices in the Mix
Personal Narrative: Rough Draft
• <u>Memoirs</u>
• American Beauty
• Contemporary Postmodernism Unit Review
Contemporary Postmodernism Unit Test
Personal Narrative: Final Draft
The Research Paper (Unit)
- <u>Lessons</u>
Introduction to Research Writing
<u> Choosing a Subject</u>
Introduction to Research
Gathering Information
I <u>Using Quotations</u>
Synthesizing and Organizing
Documenting
• Outlining
I → <u>Drafting</u>
Nonfiction Writing I
Nonfiction Writing II
 <u>Evaluating Research</u>
Revising, Editing, and Publishing
Semester Review and Exam (Unit)

English 11 B Semester Review
English 11 B Semester Exam

New Mexico Connections Academy

Lessons

Course: English 12 A (Standard)

Display Name: English 12 A

- Units & Lessons
 - The Anglo-Saxon Period: 449–1066 (Unit)
 - Lessons
 - **!** Unit Introduction
 - Grendel, The Coming of Beowulf, The Battle
 - Grendel's Mother, The Battle with Grendel's Mother
 - The Battle with the Dragon, The Death of Beowulf
 - Writing Workshop: Description (First Draft)
 - Lyric Poetry: The Exeter Book
 - Language Focus: Style and Voice 449 1066
 - <u>Unit Review</u>
 - <u>Unit Test</u>
 - Writing Workshop: Description (Final Draft)
 - The Middle Ages: 1066-1485 (Unit)
 - Lessons
 - The Middle Ages: Unit Introduction
 - The Canterbury Tales: "The Prologue"
 - The Canterbury Tales: "The Prologue"
 - The Canterbury Tales: "The Prologue"
 - The Canterbury Tales: "The Pardoner's Tale"
 - The Canterbury Tales: "The Wife of Bath's Tale"
 - Writing Workshop: Allegory (First Draft)
 - Medieval Romance: Sir Gawain and the Green Knight
 - Writing/Language Focus: Style and Voice
 - The Middle Ages: 1066-1485: Unit Review
 - The Middle Ages: 1066-1485: Unit Test
 - Writing Workshop: Allegory (Final Draft)
 - Macbeth (Unit)
 - Lessons
 - History and Heroes; Witches and Warriors
 - Act I, Scenes I-II
 - Act I, Scenes III-V
 - Act I, Scenes VI-VII
 - Act II, Scenes I-II
 - Act II, Scenes III-IV
 - Act III, Scenes I-III
 - Act III, Scenes IV-VI
 - Act IV, Scenes I-III
 - Act V, Scenes I-VIII
 - The Art of Persuasion
 - The Renaissance: 1485–1660 (Unit)

New Mexico Connections Academy

<u>Lessons</u>
The Renaissance: 1485–1660: Unit Introduction
- Sonnets: Wyatt and Spenser
P Pastoral Poetry: Marlowe and Raleigh
- Sonnets: Shakespeare
■ Writing Workshop: Expository Writing (First Draft)
Metaphysical Poetry: Donne
- Epigrams and Songs: Jonson
→ John Milton: Paradise Lost
■ Writing/Language Focus: Style and Voice
The Renaissance: 1485–1660: Unit Review
The Renaissance: 1485–1660: Unit Test
Writing Workshop: Expository Writing (Final Draft)
The Restoration and the Enlightenment: 1660–1798 (Unit)
<u>Lessons</u>
Lesson 1: Unit introduction
+ Lesson 2: Diaries: Pepys
Lesson 3: Satire in Poetry: Pope
1 Lesson 4: The Satirical Essay: Swift
+ Lesson 5: Elegy: Gray
Lesson 6: Writing Workshop: Creative Writing
<u> Lesson 7: Unit Review</u>
<u> Lesson 8: Unit Test</u>
⊥ Lesson 9: Writing Workshop: Creative Writing

Semester Exam (Unit)

<u>Lessons</u>

<u>Semester Review</u>

Semester Exam

6/6/2012 4:56 PM

Course: English 12 B (Standard)

Display Name: English 12 B

- Units & Lessons
 - The Romantic Period: 1798-1832 (Unit)
 - Lessons
 - <u>Unit Introduction</u>
 - <u>Dialect: Robert Burns</u>
 - Romantic Poetry: Blake
 - Lyric Poetry: Wordsworth
 - Lyric Poetry: Coleridge
 - Byron
 - Shelley
 - **Keats**
 - The Romantic Period: Unit Review
 - The Romantic Period: Unit Test
 - Frankenstein (Unit)
 - Lessons
 - <u>Frankenstein</u>
 - <u>Frankenstein</u>
 - Frankenstein
 - Frankenstein
 - <u>Frankenstein</u>
 - Frankenstein
 - Frankenstein
 - Frankenstein
 - <u>Unit Review</u>
 - <u>Unit Test</u>
 - Writing a Research Paper (Unit)
 - Lessons
 - Writing a Research Paper
 - Gathering Information
 - Taking Notes
 - Organizing a Paper
 - <u>Drafting the Introduction and Refining the Thesis</u>
 - Drafting the Body and Conclusion
 - Revising for Clarity, Coherence, and Unity
 - Revising at the Sentence Level
 - <u>Citations and Works Cited Page</u>
 - Editing, Proofreading, and Publishing
 - The Victorian Age (1832–1901) (Unit)
 - Lessons
 - Unit Introduction
 - <u>Tennyson</u>

New Mexico Connections Academy

- Robert and Elizabeth Browning
- Hopkins Hopkins
- **Arnold**
- Hardy
- The Victorian Age (1832–1901) Unit Review
- The Victorian Age (1832–1901) Unit Test
- The Modern Era (1901-Present) (Unit)
 - Lessons
 - <u>Unit Introduction: A New Era</u>
 - <u> William Butler Yeats</u>
 - **James Joyce**
 - <u>Virginia Woolf</u>
 - T. S. Eliot
 - Writing Workshop: Literary Analysis Rough Draft
 - <u>Dylan Thomas</u>
 - Graham Greene
 - Owen, Brooke, Sassoon
 - George Orwell
 - Stevie Smith
 - Doris Lessing
 - Anita Desai
 - Writing/Language Focus: Unity and Coherence
 - The Modern Era (1901-Present) Unit Review
 - The Modern Era (1901-Present) Unit Test
 - Writing Workshop: Literary Analysis Final Draft
- Semester Review and Exam (Unit)
 - Lessons
 - **Semester Review**
 - <u>Semester Exam</u>

2 of 2

Course: English 9 A (Standard)

Display Name: English 9 A

- Units & Lessons
 - Growing Up (Unit)
 - **Lessons**
 - Growing Up: Unit Introduction
 - The Bass, the River, and Sheila Mant: Wetherell
 - I Know Why the Caged Bird Sings: Angelou
 - Poems of Passage: Booth, Collins, Lorde
 - My Forbidden Face: Latifa
 - <u>Writing Workshop: Family Narrative</u>
 - The Scarlet Ibis: Hurst
 - <u>Hand My Brother's Keeper: Bennett</u>
 - Language Focus: Word Choice and Voice
 - Growing Up: Unit Review
 - Growing Up: Unit Test
 - Writing Workshop: Family Narrative
 - The Forces of Nature (Unit)
 - Lessons
 - The Forces of Nature: Unit Introduction
 - Of Wolves and Men: Lopez
 - Poems of Nature: Frost, Chiyo, Basho, Cummings
 - An Inconvenient Truth: Gore
 - <u> Writing Workshop: Description</u>
 - Tsunami 2004
 - Language Focus: Sentence Fluency and Voice
 - The Forces of Nature: Unit Review
 - The Forces of Nature: Unit Test
 - Writing Workshop: Description
 - The Call of the Wild (Unit)
 - <u>Lessons</u>
 - The Call of the Wild: Unit Introduction
 - E- Chapter 1: Into the Primitive
 - Chapter 2: The Law of Club and Fang
 - <u>Chapter 3: The Dominant Primordial Beast</u>
 - Chapter 4: Who Has Won to Mastership
 - Chapter 5: The Toil of Trace and Trail
 - <u>Chapter 6: For the Love of a Man</u>
 - <u> Chapter 7: The Sounding of the Call</u>
 - Writing Workshop: The Call of the Wild
 - The Call of the Wild: Unit Review
 - The Call of the Wild: Unit Test
 - Other Worlds (Unit)

New Mexico Connections Academy

Appendix A - 269

6/6/2012 5:01 PM

- Lessons
 - Other Worlds: Unit Introduction
 - A Sound of Thunder: Bradbury
 - <u>Nethergrave: Skurzynski</u>
 - <u> Writing Workshop: Critical Response</u>
 - Comparing Texts: Brown and Brautigan
 - The Secret Life of Walter Mitty: Thurber
 - Language Focus: Writing Conventions
 - Other Worlds: Unit Review
 - Other Worlds: Unit Test
 - Writing Workshop: Critical Response
- <u>Crossing Borders (Unit)</u>
 - <u>Lessons</u>
 - Crossing Borders: Unit Introduction
 - Borders: King
 - <u>Delfino II: Diez in the Desert</u>
 - Poems Across the Divide
 - Writing Workshop: Informational Essay
 - Hip-Hop Planet: McBride
 - <u>Language Focus: Transitions and Organization</u>
 - <u>Crossing Borders: Unit Review</u>
 - E- Crossing Borders: Unit Test
 - Writing Workshop: Informational Essay
- Semester Exam (Unit)
 - <u>Lessons</u>
 - **Semester Review**
 - <u>Semester Exam</u>

New Mexico Connections Academy

2 of 2

Course: English 9 B (Standard)

Display Name: English 9 B

- Units & Lessons
 - Echoes from the Past (Unit)
 - Lessons
 - Echoes from the Past: Unit Introduction
 - The Odyssey, Part I
 - The Odyssey, Part II
 - The Odyssey, Part III
 - Orpheus and Eurydice
 - Language Focus: Expressing Ideas Concisely
 - Writing Workshop: Summary
 - Echoes from the Past: Unit Review
 - Echoes from the Past: Unit Test
 - Romeo and Juliet (Unit)
 - Lessons
 - Romeo and Juliet: Unit Introduction
 - Romeo and Juliet: Act I
 - Romeo and Juliet: Act I, continued
 - Romeo and Juliet: Act II
 - Romeo and Juliet: Act II, continued
 - Romeo and Juliet: Act III
 - Romeo and Juliet: Act III, continued
 - Romeo and Juliet: Act IV
 - Romeo and Juliet: Act IV, continued
 - Romeo and Juliet: Act V
 - Romeo and Juliet: Act V, continued
 - Writing Workshop: Persuasive Essay
 - Romeo and Juliet: Unit Review
 - Romeo and Juliet: Unit Test
 - The Dark Side (Unit)
 - <u>Lessons</u>
 - The Dark Side: Unit Introduction
 - The Most Dangerous Game: Connell
 - The Cask of Amontillado: Poe
 - Poems of Darkness: Poe
 - The Lottery: Jackson
 - **Writers on Writing: Jackson**
 - The Dark Side: Unit Review
 - The Dark Side: Unit Test
 - The Research Paper (Unit)
 - <u>Lessons</u>
 - <u>Unit Introduction: The Research Paper</u>

New Mexico Connections Academy

- Prewriting: Forming Research Questions
- <u>Prewriting: Developing a Research Proposal</u>
- Prewriting: Gathering Information
- Prewriting: Evaluating Information
- Prewriting: Taking Notes
- Prewriting: Synthesizing Information
- Prewriting: Organizing Ideas
- **<u> Drafting: Getting Started</u>**
- **<u>Integrating Ideas</u>** <u>Integrating Ideas</u>
- Drafting: Wrapping It Up
- <u>En Creating a Multimedia Presentation</u>
- Revising: Identifying Trouble Spots
- Revising: Working With Feedback
- Editing: Citing Works Using MLA Format
- Editing: Polishing, Proofreading, and Publishing
- What Has Value? (Unit)
 - <u>Lessons</u>
 - <u>What Has Value? Unit Introduction</u>
 - The Gift of the Magi: O. Henry
 - Fabric of Their Lives: Wallach
 - Poems of Working People: Piercy, Whitman
 - The Necklace: de Maupassant
 - What Has Value? Review and Quiz
- Semester Exam (Unit)
 - <u>Lessons</u>
 - **Semester Review**
 - <u>Semester Exam</u>

2 of 2

Course: VS: Journalism A

Display Name: Journalism A

- Units & Lessons
 - The Guidelines of Good Journalism (Unit)
 - Lessons
 - Using Guidelines and the Writing Process
 - Using Quotations
 - <u>Validating Sources and Copyrights</u>
 - Learning the Process (Unit)
 - Lessons
 - Brainstorming for Ideas and Sources
 - Observations, Interviews, and Surveys
 - <u>• Creating Innovative Beginnings</u>
 - News Writing (Unit)
 - Lessons
 - **Evaluating the Criteria**
 - Brainstorming Topics
 - Gathering/Organizing Notes
 - Writing the First Draft(s)
 - Practice in Copyediting
 - Rewriting the Final Drafts
 - Sports Writing (Unit)
 - Lessons
 - **Evaluating the Criteria**
 - **Brainstorming Topics**
 - Gathering/Organizing Notes
 - Writing the First Draft(s)
 - Practice in Copyediting
 - Rewriting the Final Drafts
 - Feature Writing (Unit)
 - Lessons
 - **Evaluating the Criteria**
 - Brainstorming Topics
 - Gathering/Organizing Notes
 - Writing the First Draft(s)
 - Practice in Copyediting
 - Rewriting the Final Drafts
 - Journalism A Review and Final Exam (Unit)
 - Lessons

1 of 1

- Journalism A Final Review
- Journalism A Final Exam

New Mexico Connections Academy

Course: VS: Journalism B

Display Name: Journalism B

- Units & Lessons
 - Evolution in Journalism (Unit)
 - Lessons
 - <u>Yellow Journalism</u>
 - <u>Pulitzer Prize</u>
 - Power of the Media
 - Journalism in the World Today (Unit)
 - Lessons
 - Media and War
 - Media and Politics
 - Freedom of the Press
 - Review Writing (Unit)
 - Lessons
 - **Evaluating the Criteria**
 - Brainstorming Topics
 - Gathering/Organizing Notes
 - Writing the First Draft(s)
 - <u>Copyediting</u>
 - Rewriting the Final Drafts
 - Opinion Writing (Op-eds) (Unit)
 - Lessons
 - **Evaluating the Criteria**
 - **Brainstorming Topics**
 - Gathering/Organizing Notes
 - Writing First Draft(s)
 - <u>Copyediting</u>
 - Rewriting the Final Drafts
 - Copy and Design (Unit)
 - Lessons
 - The Role of the Editor
 - Planning the Issue
 - Media Design and Images
 - <u>Copyediting</u>
 - Providing Feedback
 - Setting Up the Paper
 - Journalism B Final Exam and Review (Unit)
 - <u>Lessons</u>

1 of 1

- Journalism B Final Exam Review
- <u>Journalism B Final Exam</u>

New Mexico Connections Academy

Course: Language Arts 1 A

Display Name: Language Arts 1 A

- Units & Lessons
 - You're in First Grade Now (Unit)
 - Lessons
 - Apples to Hippos: Lesson 1
 - Apples to Hippos: Lesson 2
 - Apples to Hippos: Lesson 3
 - Apples to Hippos: Lesson 4
 - Apples to Hippos: Lesson 5
 - Ice Cream to Penguins: Lesson 1
 - Ice Cream to Penguins: Lesson 2
 - <u>Ice Cream to Penguins: Lesson 3</u>
 - Ice Cream to Penguins: Lesson 4
 - i Ice Cream to Penguins: Lesson 5
 - Quails to X-Ray Fish: Lesson 1
 - Quails to X-Ray Fish: Lesson 2
 - Quails to X-Ray Fish: Lesson 3
 - Quails to X-Ray Fish: Lesson 4
 - Quails to X-Ray Fish: Lesson 5
 - Yaks and Zebras: Lesson 1
 - Yaks and Zebras: Lesson 2
 - Yaks and Zebras: Lesson 3
 - Yaks and Zebras: Lesson 4
 - You're in First Grade Now Unit Test
 - Animals, Tame and Wild (Unit)
 - <u>Lessons</u>
 - **1** Sam, Come Back!: Lesson 1
 - **1** Sam, Come Back!: Lesson 2
 - Sam, Come Back!: Lesson 3
 - Sam, Come Back!: Lesson 4

 - Pig in a Wig: Lesson 1
 - Pig in a Wig: Lesson 2
 - Pig in a Wig: Lesson 3
 - Pig in a Wig: Lesson 4
 - Pig in a Wig: Lesson 5
 - The Big Blue Ox: Lesson 1
 - The Big Blue Ox: Lesson 2
 - The Big Blue Ox: Lesson 3
 - The Big Blue Ox: Lesson 4
 - The Big Blue Ox: Lesson 5
 - A Fox and a Kit: Lesson 1

New Mexico Connections Academy

Appendix A - 275

6/6/2012 5:04 PM

- A Fox and a Kit: Lesson 2
- A Fox and a Kit: Lesson 3
- A Fox and a Kit: Lesson 4
- A Fox and a Kit: Lesson 5
- Get the Egg!: Lesson 1
- Get the Egg!: Lesson 2
- Get the Egg!: Lesson 3
- ⊕ Get the Egg!: Lesson 4
- Get the Egg!: Lesson 5
- Animal Park: Lesson 1
- Animal Park: Lesson 2
- Animal Park: Lesson 3
- Animal Park: Lesson 4
- Animals, Tame and Wild Unit Test
- <u>Communities (Unit)</u>
 - Lessons
 - Max and Ruby: A Big Fish for Max: Lesson 1
 - Max and Ruby: A Big Fish for Max: Lesson 2
 - Max and Ruby: A Big Fish for Max: Lesson 3
 - Max and Ruby: A Big Fish for Max: Lesson 4
 - Max and Ruby: A Big Fish for Max: Lesson 5
 - The Farmer in the Hat: Lesson 1
 - The Farmer in the Hat: Lesson 2
 - The Farmer in the Hat: Lesson 3
 - The Farmer in the Hat: Lesson 4
 - The Farmer in the Hat: Lesson 5
 - Who Works Here?: Lesson 1
 - **⊕** Who Works Here?: Lesson 2
 - Who Works Here?: Lesson 3
 - Who Works Here?: Lesson 4
 - Who Works Here?: Lesson 5
 - The Big Circle: Lesson 1
 - The Big Circle: Lesson 2
 - The Big Circle: Lesson 3
 - The Big Circle: Lesson 4
 - The Big Circle: Lesson 5
 - Life in the Forest: Lesson 1
 - Life in the Forest: Lesson 2
 - Life in the Forest: Lesson 3
 - Life in the Forest: Lesson 4

 - Honey Bees: Lesson 1
 - Honey Bees: Lesson 2
 - Honey Bees: Lesson 3
 - Honey Bees: Lesson 4
 - <u> Communities Unit Test</u>
- Ira Sleeps Over (Unit)
 - <u>Lessons</u>

New Mexico Connections Academy

- Ira Sleeps Over: Lesson 1
- Ira Sleeps Over: Lesson 2
- Ira Sleeps Over: Lesson 3
- Ira Sleeps Over: Lesson 4
- Ira Sleeps Over: Lesson 5

New Mexico Connections Academy

Course: Language Arts 1 B

Display Name: Language Arts 1 B

- Units & Lessons
 - Changes (Unit)
 - Lessons
 - An Egg Is an Egg: Lesson 1
 - An Egg Is an Egg: Lesson 2
 - An Egg Is an Egg: Lesson 3
 - An Egg Is an Egg: Lesson 4
 - An Egg Is an Egg: Lesson 5
 - Ruby in Her Own Time: Lesson 1
 - Ruby in Her Own Time: Lesson 2
 - Ruby in Her Own Time: Lesson 3
 - Ruby in Her Own Time: Lesson 4
 - Ruby in Her Own Time: Lesson 5
 - Jan's New Home: Lesson 1
 - Jan's New Home: Lesson 2
 - Jan's New Home: Lesson 3
 - Jan's New Home: Lesson 4
 - **∃** Jan's New Home: Lesson 5
 - Frog and Toad Together: Lesson 1
 - Frog and Toad Together: Lesson 2
 - Frog and Toad Together: Lesson 3
 - Frog and Toad Together: Lesson 4
 - Frog and Toad Together: Lesson 5
 - i l'm a Caterpillar: Lesson 1
 - i I'm a Caterpillar: Lesson 2
 - i I'm a Caterpillar: Lesson 3
 - i l'm a Caterpillar: Lesson 4
 - I'm a Caterpillar: Lesson 5
 - Where Are My Animal Friends?: Lesson 1
 - <u>Where Are My Animal Friends?: Lesson 2</u>
 - Where Are My Animal Friends?: Lesson 3
 - <u>Where Are My Animal Friends?: Lesson 4</u>
 - <u>Changes Unit Test</u>
 - Treasures (Unit)
 - Lessons
 - Mama's Birthday Present: Lesson 1
 - Mama's Birthday Present: Lesson 2
 - Mama's Birthday Present: Lesson 3
 - Mama's Birthday Present: Lesson 4
 - Mama's Birthday Present: Lesson 5
 - The Dot: Lesson 1

New Mexico Connections Academy

Appendix A - 278

6/6/2012 5:05 PM

- The Dot: Lesson 2
- The Dot: Lesson 3
- The Dot: Lesson 4
- The Dot: Lesson 5
- Mister Bones: Dinosaur Hunter: Lesson 1
- Mister Bones: Dinosaur Hunter: Lesson 2
- Mister Bones: Dinosaur Hunter: Lesson 3
- Mister Bones: Dinosaur Hunter: Lesson 4
- Mister Bones: Dinosaur Hunter: Lesson 5
- The Lady in the Moon: Lesson 1
- The Lady in the Moon: Lesson 2
- The Lady in the Moon: Lesson 3
- The Lady in the Moon: Lesson 4
- The Lady in the Moon: Lesson 5
- Peter's Chair: Lesson 1
- Peter's Chair: Lesson 2
- Peter's Chair: Lesson 3
- Peter's Chair: Lesson 4
- Peter's Chair: Lesson 5
- Henry and Mudge and Mrs. Hopper's House: Lesson 1
- Henry and Mudge and Mrs. Hopper's House: Lesson 2
- Henry and Mudge and Mrs. Hopper's House: Lesson 3
- Henry and Mudge and Mrs. Hopper's House: Lesson 4
- Treasures Unit Test
- Great Ideas (Unit)
 - <u>Lessons</u>
 - Tippy-Toe Chick, Go!: Lesson 1
 - Tippy-Toe Chick, Go!: Lesson 2
 - Tippy-Toe Chick, Go!: Lesson 3
 - Tippy-Toe Chick, Go!: Lesson 4
 - Tippy-Toe Chick, Go!: Lesson 5
 - Mole and the Baby Bird: Lesson 1
 - Mole and the Baby Bird: Lesson 2
 - Mole and the Baby Bird: Lesson 3
 - <u>★ Mole and the Baby Bird: Lesson 4</u>
 - Mole and the Baby Bird: Lesson 5
 - Dot & Jabber and the Great Acorn Mystery: Lesson 1
 - <u>Dot & Jabber and the Great Acorn Mystery: Lesson 2</u>
 - <u>Dot & Jabber and the Great Acorn Mystery: Lesson 3</u>
 - Dot & Jabber and the Great Acorn Mystery: Lesson 4
 - Dot & Jabber and the Great Acorn Mystery: Lesson 5
 - **<u> Simple Machines: Lesson 1</u>**
 - Simple Machines: Lesson 2
 - Simple Machines: Lesson 3
 - in Simple Machines: Lesson 4
 - in Simple Machines: Lesson 5
 - Alexander Graham Bell: Lesson 1
 - **★** Alexander Graham Bell: Lesson 2

New Mexico Connections Academy

6/6/2012 5:05 PM

- Alexander Graham Bell: Lesson 3
- Alexander Graham Bell: Lesson 4
- Great Ideas Unit Test

New Mexico Connections Academy

3 of 3

Course: Language Arts 2 A

Display Name: Language Arts 2 A

- Units & Lessons
 - Exploration (Unit)
 - **Lessons**
 - Iris and Walter: Lesson 1
 - in Iris and Walter: Lesson 2
 - Iris and Walter: Lesson 3
 - Iris and Walter: Lesson 4
 - Iris and Walter: Lesson 5
 - Exploring Space with an Astronaut: Lesson 1
 - Exploring Space with an Astronaut: Lesson 2
 - Exploring Space with an Astronaut: Lesson 3
 - Exploring Space with an Astronaut: Lesson 4
 - Exploring Space with an Astronaut: Lesson 5
 - Henry and Mudge and the Starry Night: Lesson 1
 - Henry and Mudge and the Starry Night: Lesson 2
 - Henry and Mudge and the Starry Night: Lesson 3
 - Henry and Mudge and the Starry Night: Lesson 4
 - Henry and Mudge and the Starry Night: Lesson 5
 - A Walk in the Desert: Lesson 1
 - A Walk in the Desert: Lesson 2
 - A Walk in the Desert: Lesson 3
 - A Walk in the Desert: Lesson 4
 - A Walk in the Desert: Lesson 5
 - The Strongest One: Lesson 1
 - The Strongest One: Lesson 2
 - The Strongest One: Lesson 3
 - The Character One I come A
 - The Strongest One: Lesson 4
 - **Exploration Unit Test**
 - Working Together (Unit)
 - Lessons
 - Tara and Tiree, Fearless Friends: Lesson 1
 - Tara and Tiree, Fearless Friends: Lesson 2
 - Tara and Tiree, Fearless Friends: Lesson 3
 - Tara and Tiree, Fearless Friends: Lesson 4
 - Tara and Tiree, Fearless Friends: Lesson 5
 - Ronald Morgan Goes to Bat: Lesson 1
 - Ronald Morgan Goes to Bat: Lesson 2
 - Ronald Morgan Goes to Bat: Lesson 3
 - Ronald Morgan Goes to Bat: Lesson 4
 - Ronald Morgan Goes to Bat: Lesson 5
 - Turtle's Race with Beaver: Lesson 1

New Mexico Connections Academy

Appendix A - 281

6/6/2012 5:07 PM

- Turtle's Race with Beaver: Lesson 2
- Turtle's Race with Beaver: Lesson 3
- Turtle's Race with Beaver: Lesson 4
- Turtle's Race with Beaver: Lesson 5
- The Bremen Town Musicians: Lesson 1
- The Bremen Town Musicians: Lesson 2
- The Bremen Town Musicians: Lesson 3
- The Bremen Town Musicians: Lesson 4
- The Bremen Town Musicians: Lesson 5
- <u>★ A Turkey for Thanksgiving: Lesson 1</u>
- A Turkey for Thanksgiving: Lesson 2
- A Turkey for Thanksgiving: Lesson 3
- Working Together Unit Test
- <u>Creative Ideas (Unit)</u>
 - Lessons
 - Pearl and Wagner: Two Good Friends: Lesson 1
 - Pearl and Wagner: Two Good Friends: Lesson 2
 - Pearl and Wagner: Two Good Friends: Lesson 3
 - Pearl and Wagner: Two Good Friends: Lesson 4
 - Pearl and Wagner: Two Good Friends: Lesson 5
 - Dear Juno: Lesson 1
 - <u>Dear Juno: Lesson 2</u>
 - Dear Juno: Lesson 3
 - Dear Juno: Lesson 4
 - Dear Juno: Lesson 5
 - Anansi Goes Fishing: Lesson 1
 - <u>★ Anansi Goes Fishing: Lesson 2</u>
 - <u>★ Anansi Goes Fishing: Lesson 3</u>
 - Anansi Goes Fishing: Lesson 4
 - Anansi Goes Fishing: Lesson 5
 - Rosa and Blanca: Lesson 1
 - Rosa and Blanca: Lesson 2
 - Rosa and Blanca: Lesson 3
 - Rosa and Blanca: Lesson 4
 - Rosa and Blanca: Lesson 5
 - A Weed Is a Flower: Lesson 1
 - A Weed Is a Flower: Lesson 2
 - A Weed Is a Flower: Lesson 3
 - A Weed Is a Flower: Lesson 4
 - <u>Creative Ideas Unit Test</u>
- Frog and Toad Are Friends (Unit)
 - <u>Lessons</u>
 - Frog and Toad Are Friends: Lesson 1
 - Frog and Toad Are Friends: Lesson 2
 - Frog and Toad Are Friends: Lesson 3
 - Frog and Toad Are Friends: Lesson 4
 - Frog and Toad Are Friends: Lesson 5

New Mexico Connections Academy

Course: Language Arts 2 B

Display Name: Language Arts 2 B

- Units & Lessons
 - Our Changing World (Unit)
 - Lessons
 - The Quilt Story: Lesson 1
 - The Quilt Story: Lesson 2
 - The Quilt Story: Lesson 3
 - The Quilt Story: Lesson 4
 - The Quilt Story: Lesson 5
 - Life Cycle of a Pumpkin: Lesson 1
 - Life Cycle of a Pumpkin: Lesson 2
 - Life Cycle of a Pumpkin: Lesson 3
 - Life Cycle of a Pumpkin: Lesson 4
 - Life Cycle of a Pumpkin: Lesson 5
 - Frogs: Lesson 1
 - Frogs: Lesson 2
 - Frogs: Lesson 3
 - Frogs: Lesson 4
 - Frogs: Lesson 5
 - I Like Where I Am: Lesson 1
 - I Like Where I Am: Lesson 2
 - I Like Where I Am: Lesson 3
 - I Like Where I Am: Lesson 4
 - I Like Where I Am: Lesson 5
 - Helen Keller and the Big Storm: Lesson 1
 - Helen Keller and the Big Storm: Lesson 2
 - Helen Keller and the Big Storm: Lesson 3
 - Helen Keller and the Big Storm: Lesson 4
 - Our Changing World Unit Test
 - Amelia Bedelia and the Cat (Unit)
 - Lessons
 - Amelia Bedelia and the Cat: Lesson 1
 - Amelia Bedelia and the Cat: Lesson 2
 - Amelia Bedelia and the Cat: Lesson 3
 - Amelia Bedelia and the Cat: Lesson 4
 - Amelia Bedelia and the Cat: Lesson 5
 - Responsibility (Unit)
 - Lessons
 - Firefighter!: Lesson 1
 - Firefighter!: Lesson 2
 - Firefighter!: Lesson 3
 - Firefighter!: Lesson 4

New Mexico Connections Academy

- Firefighter!: Lesson 5
- One Dark Night: Lesson 1
- One Dark Night: Lesson 2
- One Dark Night: Lesson 3
- One Dark Night: Lesson 4
- One Dark Night: Lesson 5
- Bad Dog, Dodger!: Lesson 1
- **⊞** Bad Dog, Dodger!: Lesson 2
- **⊞** Bad Dog, Dodger!: Lesson 3
- **⊞** Bad Dog, Dodger!: Lesson 4
- Bad Dog, Dodger!: Lesson 5
- Horace and Morris but mostly Dolores: Lesson 1
- Horace and Morris but mostly Dolores: Lesson 2
- Horace and Morris but mostly Dolores: Lesson 3
- Horace and Morris but mostly Dolores: Lesson 4
- Horace and Morris but mostly Dolores: Lesson 5
- The Signmaker's Assistant: Lesson 1
- The Signmaker's Assistant: Lesson 2
- The Signmaker's Assistant: Lesson 3
- The Signmaker's Assistant: Lesson 4
- Responsbility Unit Test

Traditions (Unit)

- Lessons
 - **1** Just Like Josh Gibson: Lesson 1
 - Just Like Josh Gibson: Lesson 2
 - Just Like Josh Gibson: Lesson 3
 - Just Like Josh Gibson: Lesson 4

 - Red, White, and Blue: Lesson 2
 - Red, White, and Blue: Lesson 3
 - Red, White, and Blue: Lesson 4
 - Red, White, and Blue: Lesson 5
 - A Birthday Basket for Tia: Lesson 1
 - A Birthday Basket for Tia: Lesson 2
 - A Birthday Basket for Tia: Lesson 3
 - A Birthday Basket for Tia: Lesson 4
 - A Birthday Basket for Tia: Lesson 5
 - Cowboys: Lesson 1
 - E Cowboys: Lesson 2
 - E- Cowboys: Lesson 3
 - Cowboys: Lesson 4
 - E Cowboys: Lesson 5
 - Jingle Dancer: Lesson 1
 - Jingle Dancer: Lesson 2
 - Jingle Dancer: Lesson 3
 - Jingle Dancer: Lesson 4
 - Traditions Unit Test

New Mexico Connections Academy

Course: Language Arts 3 A

Display Name: Language Arts 3 A

- Units & Lessons
 - Dollars and Sense (Unit)
 - Lessons
 - Boom Town Lesson 1
 - Boom Town: Lesson 2
 - Boom Town: Lesson 3
 - Boom Town: Lesson 4
 - Boom Town: Lesson 5
 - <u>What About Me?: Lesson 1</u>
 - What About Me?: Lesson 2
 - What About Me?: Lesson 3
 - What About Me?: Lesson 4
 - What About Me?: Lesson 5
 - Alexander: Lesson 1
 - Alexander: Lesson 2
 - Alexander: Lesson 3
 - Alexander: Lesson 4
 - Alexander: Lesson 5
 - i If You Made a Million: Lesson 1
 - If You Made a Million: Lesson 2
 - If You Made a Million: Lesson 3
 - If You Made a Million: Lesson 4
 - i If You Made a Million: Lesson 5
 - My Rows and Piles of Coins: Lesson 1
 - My Rows and Piles of Coins: Lesson 2
 - My Rows and Piles of Coins: Lesson 3
 - My Davis and Dilea of Caine, Lances A
 - My Rows and Piles of Coins: Lesson 4
 - <u>Unit Review</u>
 - <u>Dollars and Sense Unit Test</u>
 - Smart Solutions (Unit)
 - <u>Lessons</u>
 - Penguin Chick: Lesson 1
 - Penguin Chick: Lesson 2
 - Penguin Chick: Lesson 3
 - Penguin Chick: Lesson 4
 - Penguin Chick: Lesson 5
 - A Day's Work: Lesson 1
 - A Day's Work: Lesson 2
 - A Day's Work: Lesson 3
 - A Day's Work: Lesson 4
 - A Day's Work: Lesson 5

New Mexico Connections Academy Appendix A - 285

1 of 2

- Ben Franklin and the Magic Squares: Lesson 1
- Ben Franklin and the Magic Squares: Lesson 2
- Ben Franklin and the Magic Squares: Lesson 3
- Ben Franklin and the Magic Squares: Lesson 4
- Ben Franklin and the Magic Squares: Lesson 5
- Tops and Bottoms: Lesson 1
- Tops and Bottoms: Lesson 2
- Tops and Bottoms: Lesson 3
- Tops and Bottoms: Lesson 4
- Tops and Bottoms: Lesson 5
- William's House: Lesson 1
- William's House: Lesson 2
- <u>William's House: Lesson 3</u>
- **⊞** William's House: Lesson 4
- <u>Unit Review</u>
- <u>Smart Solutions Unit Test</u>
- People and Nature (Unit)
 - Lessons
 - Miss Rumphius: Lesson 1
 - Miss Rumphius: Lesson 2
 - Miss Rumphius: Lesson 3
 - Miss Rumphius: Lesson 4
 - Miss Rumphius: Lesson 5
 - **1** Pushing Up the Sky: Lesson 1
 - Pushing Up the Sky: Lesson 2
 - **₱** Pushing Up the Sky: Lesson 3
 - Pushing Up the Sky: Lesson 4
 - **₱** Pushing Up the Sky: Lesson 5
 - Night Letters: Lesson 1
 - Night Letters: Lesson 2
 - Night Letters: Lesson 3
 - Night Letters: Lesson 4
 - Night Letters: Lesson 5
 - A Symphony of Whales: Lesson 1
 - A Symphony of Whales: Lesson 2
 - A Symphony of Whales: Lesson 3
 - A Symphony of Whales: Lesson 4
 - A Symphony of Whales: Lesson 5
 - <u>Volcanoes: Nature's Incredible Fireworks: Lesson 1</u>
 - <u>Volcanoes</u>: Nature's Incredible Fireworks: Lesson 2
 - <u>Volcanoes: Nature's Incredible Fireworks: Lesson 3</u>
 - <u>Volcanoes: Nature's Incredible Fireworks: Lesson 4</u>
 - Unit Review
 - People and Nature Unit Test

6/6/2012 5:28 PM

Course: Language Arts 3 B

Display Name: Language Arts 3 B

- Units & Lessons
 - One of a Kind (Unit)
 - Lessons
 - ₩ings: Lesson 1
 - ₩ings: Lesson 2
 - Wings: Lesson 3
 - ₩ings: Lesson 4
 - **Wings:** Lesson 5
 - Hottest, Coldest, Highest, Deepest: Lesson 1
 - Hottest, Coldest, Highest, Deepest: Lesson 2
 - Hottest, Coldest, Highest, Deepest: Lesson 3
 - Hottest, Coldest, Highest, Deepest: Lesson 4
 - Hottest, Coldest, Highest, Deepest: Lesson 5
 - **⊞** Rocks in His Head: Lesson 1
 - Rocks in His Head: Lesson 2
 - **I** Rocks in His Head: Lesson 3
 - Rocks in His Head: Lesson 4
 - Rocks in His Head: Lesson 5
 - America's Champion Swimmer: Gertrude Ederle: 1
 - America's Champion Swimmer: Gertrude Ederle: 2
 - America's Champion Swimmer: Gertrude Ederle: 3
 - America's Champion Swimmer: Gertrude Ederle: 4
 - <u>America's Champion Swimmer: Gertrude Ederle: 5</u>
 - Fly, Eagle, Fly!: Lesson 1
 - Fly, Eagle, Fly!: Lesson 2
 - Fly, Eagle, Fly!: Lesson 3
 - Fly, Eagle, Fly!: Lesson 4
 - One of a Kind: Unit Review
 - One of a Kind Unit Test
 - <u>Cultures</u> (Unit)
 - <u>Lessons</u>
 - **Suki's Kimono: Lesson 1**
 - **∃** Suki's Kimono: Lesson 2
 - Suki's Kimono: Lesson 3
 - Suki's Kimono: Lesson 4
 - Suki's Kimono: Lesson 5
 - How My Family Lives in America: Lesson 1
 - How My Family Lives in America: Lesson 2
 - How My Family Lives in America: Lesson 3
 - How My Family Lives in America: Lesson 4
 - How My Family Lives in America: Lesson 5

New Mexico Connections Academy

- Good-Bye, 382 Shin Dang Dong: Lesson 1
- Good-Bye, 382 Shin Dang Dong: Lesson 2
- **⊕** Good-Bye, 382 Shin Dang Dong: Lesson 3
- Good-Bye, 382 Shin Dang Dong: Lesson 4
- Good-Bye, 382 Shin Dang Dong: Lesson 5
- Jalapeño Bagels: Lesson 1
- <u>→ Jalapeño Bagels: Lesson 3</u>
- <u> Jalapeño Bagels: Lesson 4</u>
- <u>★ Me and Uncle Romie: Lesson 1</u>
- Me and Uncle Romie: Lesson 2
- Me and Uncle Romie: Lesson 3
- Cultures: Unit Review
- <u>Cultures Unit Test</u>
- Freedom (Unit)
 - Lessons
 - The Story of the Statue of Liberty: Lesson 1
 - The Story of the Statue of Liberty: Lesson 2
 - The Story of the Statue of Liberty: Lesson 3
 - The Story of the Statue of Liberty: Lesson 4
 - The Story of the Statue of Liberty: Lesson 5
 - Talking Walls: Art for the People: Lesson 1
 - Talking Walls: Art for the People: Lesson 2
 - Talking Walls: Art for the People: Lesson 3
 - Talking Walls: Art for the People: Lesson 4
 - Talking Walls: Art for the People: Lesson 5
 - Two Bad Ants: Lesson 1
 - Two Bad Ants: Lesson 2
 - Two Bad Ants: Lesson 3
 - Two Bad Ants: Lesson 4
 - Two Bad Ants: Lesson 5
 - Setting Background: The Mouse and the Motorcycle
 - The Mouse and the Motorcycle: Chapters 1–2
 - The Mouse and the Motorcycle: Chapters 3-4
 - The Mouse and the Motorcycle: Chapters 5-6
 - The Mouse and the Motorcycle: Chapters 7–8
 - The Mouse and the Motorcycle: Chapters 9-10
 - The Mouse and the Motorcycle: Chapter 11
 - The Mouse and the Motorcycle: Chapters 12-13
 - The Mouse and the Motorcycle: Review
 - The Mouse and the Motorcycle: Test

Course: Language Arts 4 A

Display Name: Language Arts 4 A

- Units & Lessons
 - <u> This Land is Your Land (Unit)</u>
 - Lessons
 - Because of Winn-Dixie: Lesson 1
 - Because of Winn-Dixie: Lesson 2
 - Because of Winn-Dixie: Lesson 3
 - Because of Winn-Dixie: Lesson 4
 - Because of Winn-Dixie: Lesson 5
 - Lewis and Clark and Me: Lesson 1
 - Lewis and Clark and Me: Lesson 2
 - Lewis and Clark and Me: Lesson 3
 - Lewis and Clark and Me: Lesson 4
 - Lewis and Clark and Me: Lesson 5
 - **★** Grandfather's Journey: Lesson 1
 - Grandfather's Journey: Lesson 2
 - Grandfather's Journey: Lesson 3
 - Grandfather's Journey: Lesson 4
 - **★** Grandfather's Journey: Lesson 5
 - The Horned Toad Prince: Lesson 1
 - The Horned Toad Prince: Lesson 2
 - The Horned Toad Prince: Lesson 3
 - The Horned Toad Prince: Lesson 4
 - The Horned Toad Prince: Lesson 5
 - Letters Home from Yosemite: Lesson 1
 - Letters Home from Yosemite: Lesson 2
 - Letters Home from Yosemite: Lesson 3
 - Letters Home from Yosemite: Lesson 4
 - <u>Unit Review</u>
 - This Land is Your Land Unit Test
 - Work and Play (Unit)
 - <u>Lessons</u>
 - <u>₩hat Jo Did: Lesson 1</u>
 - What Jo Did: Lesson 2
 - What Jo Did: Lesson 3
 - What Jo Did: Lesson 4
 - What Jo Did: Lesson 5
 - E- Coyote School News: Lesson 1
 - Coyote School News: Lesson 2
 - Coyote School News: Lesson 3
 - Coyote School News: Lesson 4
 - Coyote School News: Lesson 5

New Mexico Connections Academy

- Grace and the Time Machine: Lesson 1
- Grace and the Time Machine: Lesson 2
- Grace and the Time Machine: Lesson 3
- Grace and the Time Machine: Lesson 4
- Grace and the Time Machine: Lesson 5
- Marven and the Great North Woods: Lesson 1
- Marven and the Great North Woods: Lesson 2
- Marven and the Great North Woods: Lesson 3
- Marven and the Great North Woods: Lesson 4
- Marven and the Great North Woods: Lesson 5
- So You Want to be President: Lesson 1
- So You Want to be President: Lesson 2
- So You Want to be President: Lesson 3
- So You Want to be President: Lesson 4
- <u>Unit Review</u>
- Work and Play Unit Test
- Patterns in Nature (Unit)
 - Lessons
 - Into The Sea: Lesson 1
 - Into the Sea: Lesson 2
 - Into the Sea: Lesson 3
 - Into the Sea: Lesson 4
 - Into the Sea: Lesson 5
 - # Adelina's Whales: Lesson 1
 - Adelina's Whales: Lesson 2
 - Adelina's Whales: Lesson 3
 - Adelina's Whales: Lesson 4
 - Adelina's Whales: Lesson 5
 - How Night Came from the Sea: Lesson 1
 - How Night Came from the Sea: Lesson 2
 - How Night Came from the Sea: Lesson 3
 - How Night Came from the Sea: Lesson 4
 - How Night Came from the Sea: Lesson 5
 - Eye of the Storm: Lesson 1
 - Eye of the Storm: Lesson 2
 - Eye of the Storm: Lesson 3
 - Eye of the Storm: Lesson 4
 - Eye of the Storm: Lesson 5
 - The Great Kapok Tree: Lesson 1
 - The Great Kapok Tree: Lesson 2
 - The Great Kapok Tree: Lesson 3
 - The Great Kapok Tree: Lesson 4
 - <u>Unit Review</u>
 - Patterns in Nature Unit Test

Course: Language Arts 4 B

Display Name: Language Arts 4 B

- Units & Lessons
 - Puzzles and Mysteries (Unit)
 - Lessons
 - The King in the Kitchen: Lesson 1
 - The King in the Kitchen: Lesson 2
 - The King in the Kitchen: Lesson 3
 - The King in the Kitchen: Lesson 4
 - The King in the Kitchen: Lesson 5
 - Seeker of Knowledge: Lesson 1
 - Seeker of Knowledge: Lesson 2
 - Seeker of Knowledge: Lesson 3
 - **.** <u>Seeker of Knowledge: Lesson 4</u>
 - Seeker of Knowledge: Lesson 5
 - **<u> Encyclopedia Brown: Lesson 1</u>**
 - **<u> Encyclopedia Brown: Lesson 2</u>**
 - **<u> Encyclopedia Brown: Lesson 3</u>**
 - Encyclopedia Brown: Lesson 4
 - Encyclopedia Brown: Lesson 5
 - From the Mixed-up Files, Chapter 1
 - From the Mixed-up Files, Chapters 2–3
 - From the Mixed-up Files, Chapter 4
 - From the Mixed-up Files, Chapter 5
 - From the Mixed-up Files, Chapters 6-7
 - From the Mixed-up Files, Chapter 8
 - From the Mixed-up Files, Chapter 9
 - From the Mixed-up Files, Chapter 10
 - From the Mixed-up Files, Review
 - From the Mixed-up Files, Test
 - Adventures by Land, Air, and Water (Unit)
 - <u>Lessons</u>
 - **★** Sailing Home: Lesson 1
 - **★** Sailing Home: Lesson 2
 - Sailing Home: Lesson 3
 - Sailing Home: Lesson 4
 - <u>Sailing Home: Lesson 5</u>
 - Lost City: The Discovery of Machu Picchu: Lesson 1
 - Lost City: The Discovery of Machu Picchu: Lesson 2
 - Lost City: The Discovery of Machu Picchu: Lesson 3
 - Lost City: The Discovery of Machu Picchu: Lesson 4
 - Lost City: The Discovery of Machu Picchu: Lesson 5
 - Amelia and Eleanor Go for a Ride: Lesson 1

New Mexico Connections Academy

- Amelia and Eleanor Go for a Ride: Lesson 2
- Amelia and Eleanor Go for a Ride: Lesson 3

- Antarctic Journal: Lesson 1
- Antarctic Journal: Lesson 2
- Antarctic Journal: Lesson 3
- **★** Antarctic Journal: Lesson 4
- Antarctic Journal: Lesson 5
- <u>★ Moonwalk: Lesson 1</u>
- Moonwalk: Lesson 2
- Moonwalk: Lesson 3
- Moonwalk: Lesson 4
- <u>Unit Review</u>
- Adventures by Land, Air, and Water Unit Test
- Reaching for Goals (Unit)
 - <u>Lessons</u>
 - **★** My Brother Martin: Lesson 1
 - My Brother Martin: Lesson 2
 - <u>My Brother Martin: Lesson 3</u>
 - My Brother Martin: Lesson 4
 - My Brother Martin: Lesson 5
 - Jim Thorpe's Bright Path: Lesson 1
 - Jim Thorpe's Bright Path: Lesson 2
 - Jim Thorpe's Bright Path: Lesson 3
 - Jim Thorpe's Bright Path: Lesson 4
 - Jim Thorpe's Bright Path: Lesson 5
 - Mieko and the Fifth Treasure: Lesson 1
 - Mieko and the Fifth Treasure: Lesson 2
 - Mieko and the Fifth Treasure: Lesson 3
 - Mieko and the Fifth Treasure: Lesson 4
 - Mieko and the Fifth Treasure: Lesson 5
 - To Fly: The Story of the Wright Brothers: Lesson 1
 - To Fly: The Story of the Wright Brothers: Lesson 2
 - To Fly: The Story of the Wright Brothers: Lesson 3
 - To Fly: The Story of the Wright Brothers: Lesson 4
 - To Fly: The Story of the Wright Brothers: Lesson 5
 - The Man Who Went to the Far Side of the Moon: 1
 - The Man Who Went to the Far Side of the Moon: 2
 - The Man Who Went to the Far Side of the Moon: 3
 - The Man Who Went to the Far Side of the Moon: 4
 - <u>Unit Review</u>
 - Reaching for Goals Unit Test

6/6/2012 5:33 PM

Course: Language Arts 5 A

Display Name: Language Arts 5 A

- Units & Lessons
 - Meeting Challenges (Unit)
 - Lessons
 - Frindle: Lesson 1
 - Frindle: Lesson 2
 - Frindle: Lesson 3
 - Frindle: Lesson 4
 - Frindle: Lesson 5
 - Thunder Rose: Lesson 1
 - Thunder Rose: Lesson 2
 - Thunder Rose: Lesson 3
 - Thunder Rose: Lesson 4
 - Thunder Rose: Lesson 5
 - Island of the Blue Dolphins: Lesson 1
 - Island of the Blue Dolphins: Lesson 2
 - Island of the Blue Dolphins: Lesson 3
 - Island of the Blue Dolphins: Lesson 4
 - Island of the Blue Dolphins: Lesson 5
 - Satchel Paige: Lesson 1
 - Satchel Paige: Lesson 2
 - <u>Satchel Paige: Lesson 3</u>
 - Satchel Paige: Lesson 4
 - <u>Satchel Paige: Lesson 5</u>
 - Shutting Out the Sky: Lesson 1
 - Shutting Out the Sky: Lesson 2
 - Shutting Out the Sky: Lesson 3
 - Shutting Out the Sky: Lesson 4
 - Meeting Challenges: Unit Review
 - Meeting Challenges: Unit Test
 - Doing the Right Thing (Unit)
 - Lessons
 - Inside Out: Lesson 1
 - Inside Out: Lesson 2
 - Inside Out: Lesson 3
 - Inside Out: Lesson 4
 - Inside Out: Lesson 5
 - <u>+</u> Passage to Freedom: Lesson 1
 - **1** Passage to Freedom: Lesson 2
 - Passage to Freedom: Lesson 3
 - Passage to Freedom: Lesson 4
 - Passage to Freedom: Lesson 5

New Mexico Connections Academy

Appendix A - 293

6/6/2012 5:36 PM

- The Ch'i-lin Purse: Lesson 1
- The Ch'i-lin Purse: Lesson 2
- The Ch'i-lin Purse: Lesson 3
- The Ch'i-lin Purse: Lesson 4
- The Ch'i-lin Purse: Lesson 5
- Jane Goodall's 10 Ways to Help Save Wildlife: 1
- Jane Goodall's 10 Ways to Help Save Wildlife: 2
- Jane Goodall's 10 Ways to Help Save Wildlife: 3
- Jane Goodall's 10 Ways to Help Save Wildlife: 4
- Jane Goodall's 10 Ways to Help Save Wildlife: 5
- The Midnight Ride of Paul Revere: Lesson 1
- The Midnight Ride of Paul Revere: Lesson 2
- The Midnight Ride of Paul Revere: Lesson 3
- The Midnight Ride of Paul Revere: Lesson 4
- <u>Unit Review</u>
- in Doing the Right Thing: Unit Test
- Inventors and Artists (Unit)
 - <u>Lessons</u>
 - Wings for the King: Lesson 1
 - Wings for the King: Lesson 2
 - Wings for the King: Lesson 3
 - Wings for the King: Lesson 4
 - Wings for the King: Lesson 5
 - Leonardo's Horse: Lesson 1
 - Leonardo's Horse: Lesson 2
 - Leonardo's Horse: Lesson 3
 - Leonardo's Horse: Lesson 4
 - Leonardo's Horse: Lesson 5
 - The Dinosaurs of Waterhouse Hawkins: Lesson 1
 - The Dinosaurs of Waterhouse Hawkins: Lesson 2
 - The Dinosaurs of Waterhouse Hawkins: Lesson 3
 - The Dinosaurs of Waterhouse Hawkins: Lesson 4
 - The Dinosaurs of Waterhouse Hawkins: Lesson 5
 - <u>Mahalia Jackson: Lesson 1</u>
 - Mahalia Jackson: Lesson 2
 - Mahalia Jackson: Lesson 3
 - Mahalia Jackson: Lesson 4
 - Mahalia Jackson: Lesson 5
 - Special Effects in Film and Television: Lesson 1
 - <u>Special Effects in Film and Television: Lesson 2</u>
 - Special Effects in Film and Television: Lesson 3
 - Special Effects in Film and Television: Lesson 4
 - Inventors and Artists: Unit Review
 - Inventors and Artists Unit Test

Course: Language Arts 5 B

Display Name: Language Arts 5 B

- Units & Lessons
 - Adapting (Unit)
 - Lessons
 - **Weslandia: Lesson 1**
 - **Weslandia: Lesson 2**
 - Weslandia: Lesson 3
 - **⊕** Weslandia: Lesson 4
 - Weslandia: Lesson 5
 - **Stretching Ourselves: Lesson 1**
 - Stretching Ourselves: Lesson 2
 - **★** Stretching Ourselves: Lesson 3
 - **Stretching Ourselves: Lesson 4**
 - * Stretching Ourselves: Lesson 5
 - Exploding Ants: Lesson 1
 - Exploding Ants: Lesson 2
 - Exploding Ants: Lesson 3
 - Exploding Ants: Lesson 4
 - Exploding Ants: Lesson 5
 - The Stormi Giovanni Club: Lesson 1
 - The Stormi Giovanni Club: Lesson 2
 - The Stormi Giovanni Club: Lesson 3
 - The Stormi Giovanni Club: Lesson 4
 - The Stormi Giovanni Club: Lesson 5
 - The Gymnast: Lesson 1
 - The Gymnast: Lesson 2
 - The Gymnast: Lesson 3
 - The Gymnast: Lesson 4
 - <u>Unit Review</u>
 - Adapting Unit Test
 - Adventurers (Unit)
 - Lessons
 - The Three-Century Woman: Lesson 1
 - The Three-Century Woman: Lesson 2
 - The Three-Century Woman: Lesson 3
 - The Three-Century Woman: Lesson 4
 - The Three-Century Woman: Lesson 5
 - The Unsinkable Wreck of the R.M.S. Titanic: 1
 - The Unsinkable Wreck of the R.M.S. Titanic: 2
 - The Unsinkable Wreck of the R.M.S. Titanic: 3
 - The Unsinkable Wreck of the R.M.S. Titanic: 4
 - The Unsinkable Wreck of the R.M.S. Titanic: 5

New Mexico Connections Academy

- Talk with an Astronaut: Lesson 1
- Talk with an Astronaut: Lesson 2
- **I** Talk with an Astronaut: Lesson 3
- **1** Talk with an Astronaut: Lesson 4
- Talk with an Astronaut: Lesson 5
- <u>Journey to the Center of the Earth: Lesson 1</u>
- <u>Journey to the Center of the Earth: Lesson 2</u>
- Journey to the Center of the Earth: Lesson 3
- Journey to the Center of the Earth: Lesson 4
- <u>Journey to the Center of the Earth: Lesson 5</u>
- Ghost Towns of the American West: Lesson 1
- Ghost Towns of the American West: Lesson 2
- Ghost Towns of the American West: Lesson 3
- Ghost Towns of the American West: Lesson 4
- <u>Unit Review</u>
- Adventurers Unit Test
- The Unexpected (Unit)
 - Lessons
 - King Midas and the Golden Touch: Lesson 1
 - Fing Midas and the Golden Touch: Lesson 2
 - King Midas and the Golden Touch: Lesson 3
 - King Midas and the Golden Touch: Lesson 4
 - Fing Midas and the Golden Touch: Lesson 5
 - The Hindenburg: Lesson 1
 - The Hindenburg: Lesson 2
 - The Hindenburg: Lesson 3
 - The Hindenburg: Lesson 4
 - The Hindenburg: Lesson 5
 - Sweet Music in Harlem: Lesson 1
 - Sweet Music in Harlem: Lesson 2
 - Sweet Music in Harlem: Lesson 3
 - Sweet Music in Harlem: Lesson 4
 - Sweet Music in Harlem: Lesson 5
 - Setting Background for Harriet the Spy
 - Harriet the Spy: Chapters 1-2
 - Harriet the Spy: Chapters 3-4
 - Harriet the Spy: Chapters 5-6
 - Harriet the Spy: Chapters 7-8
 - Harriet the Spy: Chapters 9–10
 - Harriet the Spy: Chapters 11–13
 - Harriet the Spy: Chapters 14-16
 - Harriet the Spy: Review
 - Harriet the Spy: Test
 - **Unit Review**
 - The Unexpected Unit Test

6/6/2012 5:37 PM

Course: Language Arts 6 A

Display Name: Language Arts 6 A

- Units & Lessons
 - Why Do We Read? (Unit)
 - <u>Lessons</u>
 - **Genre Focus: Informational Media**
 - Setting a Purpose for Reading
 - **Beginning the Summary**
 - **E** Skimming and Scanning
 - <u>Understanding Graphics</u>
 - Standardized Test Prep and Practice: Part 1
 - Identifying Main Idea and Supporting Details
 - <u>Author's Purpose</u>
 - Finishing the Summary
 - <u>Standardized Test Prep and Practice: Part 2</u>
 - <u>Unit Test</u>
 - What Brings Out the Best in You? (Unit)
 - <u>Lessons</u>
 - Genre Focus: Biography/Autobiography
 - Activating Prior Knowledge
 - Beginning the Personal Narrative
 - <u>E</u> Connecting
 - <u>Predicting</u>
 - Standardized Test Prep and Practice: Pt. 3
 - <u>Questioning</u>
 - <u>Enaracterization</u>
 - Finishing the Personal Narrative
 - What's Fair and What's Not? (Unit)
 - Lessons
 - Genre Focus: Persuasive Writing
 - Distinguishing Fact and Opinion
 - Clarifying
 - Beginning the Persuasive Essay
 - Inferring
 - i Identifying Problem and Solution
 - Tone and Mood
 - Finishing the Persuasive Essay
 - <u>Unit Review</u>
 - <u>Unit Test</u>
 - The Cay (Unit)
 - <u>Lessons</u>
 - Setting Background for The Cay
 - The Cay, Chapters 1–2

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- The Cay, Chapters 3-4
- The Cay, Chapters 5–7
- The Cay, Chapters 8-10
- The Cay, Chapters 11–13
- The Cay, Chapters 14–16
- The Cay, Chapters 17–19
- The Cay, Unit Review
- The Cay, Unit Test
- What Makes You Who You Are? (Unit)
 - Lessons
 - Genre Focus: Poetry
 - <u>Visualizing</u>
 - Beginning the Poem
 - Responding
 - Interpreting
 - Monitoring Comprehension
 - Figurative Language
 - Finishing the Poem
 - <u>Unit Review</u>
 - <u>Unit Test</u>

Course: Language Arts 6 B

Display Name: Language Arts 6 B

- Units & Lessons
 - How Should We Deal with Bullies? (Unit)
 - Lessons
 - Designating Book Response Activity Time
 - Genre Focus: Short Stories
 - Drawing Conclusions
 - **Beginning the Literary Analysis**
 - Fiction Book Response Activity
 - Understanding Cause and Effect
 - i Identifying Sequence
 - Paraphrasing and Summarizing
 - **Example 2** Comparing Solutions
 - Finishing the Literary Analysis
 - Fiction Book Response Activity
 - <u>Unit Review</u>
 - <u>Unit Test</u>
 - What Makes a Hero? (Unit)
 - <u>Lessons</u>
 - Genre Focus: Folktale/Fantasy/Myth
 - Activating Prior Knowledge
 - Beginning the Fable
 - Clarifying
 - E- Comparing and Contrasting
 - <u>Predicting</u>
 - **E** Comparing Heroes
 - Fiction Book Response Activity
 - Finishing the Fable
 - <u>Unit Review</u>
 - <u>Unit Test</u>
 - What Can We Learn from Our Mistakes? (Unit)
 - Lessons
 - Genre Focus: Historical Fiction and Nonfiction
 - **Beginning the Research Writing Process**
 - Fiction Book Response Activity
 - Gathering Information
 - <u>Determining Main Idea and Supporting Details</u>
 - **Evaluating**
 - **Taking and Reviewing Notes**
 - Comparing Authors' Credibility
 - Finishing the Note Taking Process
 - <u>Unit Review</u>

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<u>Unit Test</u> What Makes a Friend? (Unit) <u>Lessons</u> Genre Focus: Drama Preparing an Outline <u>Drafting the Introduction</u> • Citing Sources Drafting the Body Drafting the Conclusion **E** Skimming and Scanning Predicting Comparing Primary and Secondary Source Documents • Reading a Research Report Aloud Responding to Input and Feedback Tackling Final Flaws and Editing a Research Report <u>Walk Two Moons (Unit)</u> <u>Lessons</u> **Setting Background for Walk Two Moons** ■ Walk Two Moons, Chapters 1–4 <u>Walk Two Moons, Chapters 5–8</u> <u>Walk Two Moons, Chapters 9–11</u> <u>Walk Two Moons, Chapters 12-14</u> <u>Walk Two Moons, Chapters 15–18</u> <u>Walk Two Moons, Chapters 19–22</u> <u>Walk Two Moons, Chapters 23-25</u> Walk Two Moons, Chapters 26-29

■ Walk Two Moons, Chapters 30–32
■ Walk Two Moons, Chapters 33–37
■ Walk Two Moons, Chapters 38–41
■ Walk Two Moons, Chapters 42–44
■ Walk Two Moons, Unit Review
■ Walk Two Moons, Unit Test

New Mexico Connections Academy

6/6/2012 5:39 PM

Course: Language Arts 7 A

Display Name: Language Arts 7 A

- Units & Lessons
 - Why Do We Read? (Unit)
 - <u>Lessons</u>
 - Genre Focus: Informational Media
 - Setting a Purpose for Reading
 - Beginning a Summary
 - <u>Previewing</u>
 - <u>Reviewing</u>
 - <u>Understanding Text Structure</u>
 - E Comparing Literature Workshop: Theme
 - Finishing a Summary
 - Standardized Test Prep and Practice: Part 1
 - <u>Unit Review</u>
 - <u>Unit Test</u>
 - How Can We Become Who We Want to Be? (Unit)
 - Lessons
 - Genre Focus: Biography
 - Activating Prior Knowledge
 - Beginning the Personal Narrative
 - <u>E</u> Connecting
 - Making Inferences
 - Standardized Test Prep and Practice: Part 2
 - **Identifying Sequence**
 - Comparing Literature Workshop: Setting
 - <u>Standardized Test Prep and Practice: Part 3</u>
 - Finishing the Personal Narrative
 - <u>The Watsons Go to Birmingham—1963 (Unit)</u>
 - Lessons
 - **Example 2** Setting Background for Watsons
 - **Watsons**, Chapter 1
 - <u>Watsons, Chapters 2-3</u>

 - **⊕** Watsons, Chapters 6–7
 - <u>Watsons, Chapter 8</u>
 - American Hero Essay: Prewriting & Drafting
 - <u>Watsons, Chapters 9-10</u>

 - **⊞** Watsons, Chapters 13–14
 - <u>Watsons, Chapter 15 and Epilogue</u>
 - American Hero Essay: Editing & Publishing
 - Who Can We Really Count On? (Unit)

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- Lessons
 - Genre Focus: Short Story
 - <u>Drawing Conclusions</u>
 - Beginning the Short Story
 - Responding
 - Synthesizing
 - Determining the Main Idea
 - Em Comparing Literature Workshop: Plot
 - Finishing the Short Story
 - <u>Unit Review</u>
 - <u>Unit Test</u>
- Who Influences Us and How Do They Do So? (Unit)
 - <u>Lessons</u>
 - Genre Focus: Persuasive Writing
 - <u>Understanding Persuasive Techniques</u>
 - Beginning the Persuasive Essay
 - Distinguishing Fact and Opinion
 - Identifying Author's Purpose and Perspective
 - Comparing and Contrasting
 - Reading Across Texts: Persuasive Techniques
 - Finishing the Persuasive Essay
 - Persuasive Speech
 - Oral Presentation

6/6/2012 5:41 PM

Course: Language Arts 7 B

Display Name: Language Arts 7 B

- Units & Lessons
 - Is Progress Always Good? (Unit)
 - <u>Lessons</u>
 - **Designating Book Response Activity Time**
 - Genre Focus: Science and Technology Writing
 - Beginning the Research Writing Process
 - **Paraphrasing and Summarizing**
 - Nonfiction Book Response Activity
 - **<u>Gathering Information</u>**
 - Using Text Features
 - Taking Notes
 - Nonfiction Book Response Activity
 - i Identifying Problem and Solution
 - Author's Craft
 - Nonfiction Book Response Activity
 - Finishing the Research Note Taking Process
 - Dragonwings (Unit)
 - <u>Lessons</u>
 - **<u>Image Setting Background for Dragonwings and Chapter 1</u>**
 - Angel Island: Li Keng Wong's Story and Chapter 2
 - <u>Dragonwings</u>, Chapter 3-4
 - <u>In Dragonwings, Chapter 5-6</u>
 - Portfolio: Rough Draft of Newspaper Article
 - <u>In Dragonwings, Chapter 7</u>
 - <u>Dragonwings</u>, Chapter 8-9
 - <u>Dragonwings, Chapter 10-11</u>
 - Dragonwings, Chapter 12
 - Extra! Extra! Read All About It!
 - Why Do We Share Our Stories? (Unit)
 - Lessons
 - **Genre Focus: Folktales**
 - **!** Understanding Cause and Effect
 - Drafting the Introduction
 - Citing Sources
 - Drafting the Body
 - Predicting
 - Analyzing
 - Comparing Literature: Cultural Context
 - Reading a Research Report Aloud
 - Responding to Input and Feedback
 - Tackling Final Flaws and Editing a Research Report

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- What Makes You Tick? (Unit)
 - Lessons
 - Genre Focus: Poetry
 - **Evaluating**
 - Writing Workshop Part 1: Poem
 - Fiction Book Response Activity
 - Interpreting
 - Monitoring Comprehension
 - Fiction Book Response Activity
 - E- Connecting
 - Comparing Figurative Language
 - Writing Workshop Part 2: Poem
 - <u>Unit Review</u>
 - <u>Unit Test</u>
- What Is a Community? (Unit)
 - Lessons
 - Genre Focus: Historical Documents
 - <u> Visualizing</u>
 - Writing Workshop Part 1: A Word Picture
 - Fiction Book Response Activity
 - **Skimming and Scanning**
 - <u>Clarifying</u>
 - Fiction Book Response Activity
 - <u>Predicting</u>
 - Reading Across Texts: Author's Credibility
 - Writing Workshop Part 2: A Word Picture
 - <u>Unit Review</u>
 - <u>Unit Test</u>

2 of 2

Course: Language Arts 8 A

Display Name: Language Arts 8 A

- Units & Lessons
 - Reading: What's in It for You? (Unit)
 - Lessons
 - Why Read, Anyway?
 - E Connecting to Fiction
 - E Connecting to Nonfiction
 - **Setting a Purpose for Reading Fiction**
 - Setting a Purpose for Reading Nonfiction
 - What's in It for You?
 - Activating Prior Knowledge
 - Applying Prior Knowledge
 - Identifying Author's Purpose
 - <u>Author's Purpose and Cultural Reference</u>
 - Comparing Literature: Tone
 - E- Continuing to Compare Tone
 - The Multimedia Presentation
 - Test Preparation and Review
 - Reading: What's in It for You? Unit 1 Test
 - Which Is More Important: Journey or Destination? (Unit)
 - Lessons
 - Which Is More Important: Journey or Destination?
 - Analyzing Literature
 - <u>Protagonist and Antagonist</u>
 - Making Inferences
 - **!** Identifying and Analyzing Plot
 - Portfolio: Personal Narrative about Home
 - <u>Predicting</u>
 - **Examining Conflict**
 - E- Comparing and Contrasting
 - Discovering Theme
 - Comparing Literature: Theme
 - Comparing Two Texts
 - Completing the Personal Narrative
 - ** Test Preparation and Review
 - Journey or Destination Unit 2 Test
 - Johnny Tremain (Unit)
 - Lessons
 - Setting Background for Johnny Tremain
 - **I** Johnny Tremain, Chapter I
 - **I** Johnny Tremain, Chapter II
 - **I** Johnny Tremain, Chapter III

New Mexico Connections Academy

- Johnny Tremain, Chapter IV
- **I** Johnny Tremain, Chapter V
- **I** Johnny Tremain, Chapter VI
- **1** Johnny Tremain, Chapter VII
- **I** Johnny Tremain, Chapter VIII
- Newspaper Article: Prewriting & Drafting
- **I** Johnny Tremain, Chapter IX
- Johnny Tremain, Chapter X
- Johnny Tremain, Chapter XI
- **I** Johnny Tremain, Chapter XII
- Newspaper Article: Revising & Editing
- <u> What Do You Do When You Don't Know What to Do? (Unit)</u>
 - Lessons
 - <u>What Do You Do When You Don't Know What to Do?</u>
 - Making Connections
 - Connecting to a Personal Essay
 - **Evaluating**
 - **Evaluating Poetry**
 - Portfolio: Poem
 - Interpreting Literature
 - Interpreting in Multiple Ways
 - Monitoring Comprehension
 - Monitoring Comprehension of a Poem
 - Internal and External Conflict
 - E Comparing and Contrasting Conflict in Two Texts
 - <u>En Completing the Portfolio Project</u>
 - Test Preparation and Review
 - What Do You Do When You Don't Know What to Do? UT
- How Do You Stay True to Yourself? (Unit)
 - Lessons
 - How Do You Stay True to Yourself?
 - Analyzing Informational Text
 - Analyzing Literature
 - Questioning to Improve Comprehension
 - Questioning
 - **Beginning the Short Story**
 - Making Predictions
 - Predicting the Future in a Story
 - Inferring Unstated Ideas
 - Making Inferences about Literature
 - Comparing Literature: Characterization
 - Comparing and Contrasting Characterization
 - Finishing the Short Story
 - Test Preparation and Review
 - How Do You Stay True to Yourself? Unit 5 Test

2 of 2

Course: Language Arts 8 B

Display Name: Language Arts 8 B

- Units & Lessons
 - When Is the Price Too High? (Unit)
 - Lessons
 - When Is the Price Too High?
 - **Previewing to Understand**
 - Why Preview a Text?
 - **Skimming and Scanning**
 - Outlining the Research Report
 - Planning Reading with Skimming and Scanning
 - <u>Understanding Text Structures</u>
 - Drafting the Research Report
 - Analyzing Text Structure
 - Identifying Main Idea and Supporting Details
 - What's the Main Idea
 - The Research Report
 - When Is the Price Too High? Unit Review
 - When Is the Price Too High? Unit Test
 - How to Keep from Giving Up When Bad Things Happen (Unit)
 - <u>Lessons</u>
 - How Do You Keep from Giving Up When Bad Things Hap
 - The Diary of Anne Frank, Act 1, Scene 3
 - The Diary of Anne Frank, Act 1, Scenes 4-5
 - The Diary of Anne Frank, Act 2, Scenes 1-2
 - The Diary of Anne Frank, Act 2, Scenes 3-5
 - **1** Paraphrasing and Summarizing
 - Beginning the Dramatic Scene
 - Paraphrasing and Summarizing Expository Text
 - <u>Visualizing</u>
 - Using Your Imagination with Visual Details
 - <u>• Comparing Literature: Figurative Language</u>
 - Comparing Two Texts
 - Completing the Dramatic Scene
 - <u>Test Preparation and Review</u>
 - Unit 2 Test
 - What's Worth Fighting For? What's Not? (Unit)
 - Lessons
 - What's Worth Fighting For? What's Not?
 - Distinguishing Fact from Opinion
 - More Opinion than Fact?
 - Questioning
 - Questioning and Emotional Appeals

New Mexico Connections Academy

Appendix A - 307

6/6/2012 5:45 PM

- Writing a Persuasive Essay
- Reviewing What You Read
- Addressing the Author's Bias
- Clarifying as You Read
- Identifying Faulty Reasoning
- Comparing and Contrasting Across Texts
- Comparing and Contrasting Persuasive Appeals
- <u>Completing the Persuasive Essay</u>
- **Test Preparation and Review**
- "What's Worth Fighting For? What's Not? Unit Test
- The Giver (Unit)
 - Lessons
 - Setting Background for The Giver
 - The Giver, Chapters 1–2
 - The Giver, Chapters 3-5
 - The Giver, Chapters 6-7
 - The Giver, Chapters 8-10
 - The Giver, Chapters 11-12
 - The Giver, Chapters 13-14
 - The Giver, Chapters 15-17
 - The Giver, Chapters 18-19
 - The Giver, Chapters 20-21
 - The Giver, Chapters 22-23
 - Personal Response Essay
- What Is the American Dream? (Unit)
 - <u>Lessons</u>
 - What Is the American Dream?
 - Analyzing
 - Analyzing Imagery
 - Understanding Cause and Effect
 - The Gettysburg Address and the American Dream
 - Portfolio: Letter
 - Identifying the Main Idea and Supporting Details
 - Understanding the Main Idea
 - Identifying Author's Purpose
 - What Is the Purpose?
 - <u>Comparing Literature: Author's Purpose</u>
 - Comparing and Contrasting Author's Purpose
 - Finishing the Letter
 - **Test Preparation and Review**
 - What Is the American Dream? Unit Test

2 of 2

Course: Language Arts K A

Display Name: Language Arts K A

- Units & Lessons
 - Look at Us (Unit)
 - <u>Lessons</u>
 - **Welcome to Language Arts K**
 - The Letter A
 - The Letter B
 - The Letter C
 - The Letter D
 - The Letter E
 - The Letter F
 - <u>The Letter G</u>
 - The Letter H
 - The Letter I
 - <u>The Letter J</u>
 - The Letter K
 - The Letter L
 - The Letter M
 - The Letter N
 - The Letter O
 - The Letter P
 - The Letter Q
 - The Letter R
 - The Letter S
 - The Letter T
 - The Letter U
 - The Letter V
 - The Letter W
 - The Letter X
 - The Letters Y and Z
 - Look at Us Unit Test
 - Colors All Around (Unit)
 - Lessons
 - <u>■ I Need a Lunch Box</u>
 - I Went Walking: Lesson 1
 - **I** Went Walking: Lesson 2
 - What's My Favorite Color?: Lesson 1
 - My Red Boat
 - E Caps of Many Colors
 - In the Big Blue Sea: Lesson 1
 - In the Big Blue Sea: Lesson 2
 - In the Big Blue Sea: Lesson 3

New Mexico Connections Academy

Appendix A - 309

6/6/2012 5:47 PM

- Look at Me!
- How the Birds Got Their Colors
- **I Went Walking: Lesson 3**
- In the Big Blue Sea: Lesson 4
- What's My Favorite Color: Lesson 2
- <u>The Parade</u>
- Colors All Around Unit Test
- We're a Family (Unit)
 - <u>Lessons</u>
 - Jonathan and His Mommy: Lesson 1
 - Tortillas and Lullabies: Lesson 1
 - Tortillas and Lullabies: Lesson 2
 - Tortillas and Lullabies: Lesson 3
 - The Birthday Party
 - **1** Jonathan and His Mommy: Lesson 2
 - Tortillas and Lullabies: Lesson 4
 - Tortillas and Lullabies: Lesson 5
 - Tortillas and Lullabies: Lesson 6
 - The Birthday Party: Lesson 2
 - Jonathan and His Mommy: Lesson 3
 - Tortillas and Lullabies: Lesson 7
 - Tortillas and Lullabies: Lesson 8
 - Tortillas and Lullabies: Lesson 9
 - The Birthday Party: Lesson 3
 - We're a Family Unit Test
- Friends Together (Unit)
 - Lessons
 - Friends at School: Lesson 1
 - <u>Aaron and Gayla's Alphabet Book: Lesson 1</u>
 - Aaron and Gayla's Alphabet Book: Lesson 2
 - Aaron and Gayla's Alphabet Book: Lesson 3
 - Friends at School: Lesson 2
 - The Lion and the Mouse
 - My Dad and I: Lesson 1

 - Friends Help Friends
 - My Dad and I: Lesson 3
 - Stone Soup
 - <u>Aaron and Gayla's Alphabet Book: Lesson 4</u>
 - My Dad and I: Lesson 4
 - **We Read Together**
 - Review of Reading Selections
 - Friends Together Unit Test
- Let's Count: Part 1 (Unit)
 - Lessons
 - Benny's Pennies: Lesson 1
 - Feast for 10: Lesson 1
 - Feast for 10: Lesson 2

- What's on the Menu: Lesson 1
- Benny's Pennies: Lesson 2
- Counting Noodles
- Ten Little Puppies: Lesson 1
- Ten Little Puppies: Lesson 2
- Ten Little Puppies: Lesson 3
- Let's Count Unit Test

3 of 3

Course: Language Arts K B

Display Name: Language Arts K B

- Units & Lessons
 - Let's Count: Part 2 (Unit)
 - Lessons
 - Go Cat!
 - Peace and Quiet
 - Feast for Ten: Lesson 3
 - Ten Little Puppies: Lesson 4
 - What's on the Menu: Lesson 2
 - Reviewing of Reading Selections
 - Sunshine and Raindrops (Unit)
 - <u>Lessons</u>
 - Chicken Soup with Rice: A Book of Months
 - What Will the Weather Be Like Today?: Lesson 1
 - <u>What Will the Weather Be Like Today?: Lesson 2</u>
 - Checking the Weather
 - Review Reading Selections: Lesson 1
 - The Sun and the Wind
 - All to Build a Snowman: Lesson 1
 - All to Build a Snowman: Lesson 2
 - All to Build a Snowman: Lesson 3
 - Review Reading Selections: Lesson 2
 - The Woodcutter's Cap
 - What Will the Weather Be Like Today?: Lesson 3
 - All to Build a Snowman: Lesson 4
 - <u>What Can We Do?</u>
 - Review Reading Selections: Lesson 3
 - Sunshine and Raindrops Unit Test
 - Wheels Go Around (Unit)
 - Lessons
 - **Wheels Around**
 - The Wheels on the Bus: Lesson 1
 - The Wheels on the Bus: Lesson 2
 - Look for the Wheels: Lesson 1
 - Review Articles and Stories: Lesson 1
 - The Little Engine That Could
 - <u>Vroom, Chugga, Vroom-Vroom: Lesson 1</u>
 - <u>In Vroom, Chugga, Vroom-Vroom: Lesson 2</u>
 - Cool Wheels!
 - Review Articles and Stories: Lesson 2
 - Mr. Gumpy's Motor Car
 - The Wheels on the Bus: Lesson 3

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- Vroom, Chugga, Vroom-Vroom: Lesson 3
- Look for the Wheels: Lesson 2
- Review Articles and Stories: Lesson 3
- <u> Wheels Go Around Unit Test</u>
- Down on the Farm (Unit)
 - <u>Lessons</u>
 - The Story of Half-Chicken
 - Cows in the Kitchen: Lesson 1
 - E-Cows in the Kitchen: Lesson 2
 - **!** Ice Cream: From Cows to Kids
 - Review Articles and Stories: Lesson 1
 - The Enormous Turnip

 - Mouse's Birthday: Lesson 2
 - Who Lives on the Farm?: Lesson 1
 - Review Articles and Stories: Lesson 2
 - A Lion on the Path
 - Cows in the Kitchen: Lesson 3
 - Mouse's Birthday: Lesson 3
 - Who Lives on the Farm?: Lesson 2
 - Review Articles and Stories: Lesson 3
 - Down on the Farm Unit Test
- Spring Is Here (Unit)
 - Lessons
 - **Jonathan and His Mommy**
 - Spring Is Here: Lesson 1
 - Spring is Here: Lesson 2
 - **⊕** Spring Is Here: Lesson 3
 - Kevin and His Dad and Other Stories
 - The Tortoise and the Hare
 - Here We Go 'Round the Mulberry Bush
 - Mrs. McNosh Hangs Up Her Wash: Lesson 1
 - Spring Jobs
 - Review Articles and Stories: Lesson 1
 - The Three Billy Goats Gruff
 - **₱** Spring Is Here: Lesson 4
 - Mrs. McNosh Hangs Up Her Wash: Lesson 2
 - Spring Is Here: Lesson 5
 - Review Articles and Stories: Lesson 2
 - Spring Is Here Unit Test
- A World of Animals (Unit)
 - <u>Lessons</u>
 - <u>Run Away!</u>
 - Splash!: Lesson 1
 - Splash!: Lesson 2
 - Baby Animals Play: Lesson 1
 - E Ken and Jen
 - The Tale of the Three Little Pigs

- Feathers for Lunch: Lesson 1
- Feathers for Lunch: Lesson 2
- <u>Which Pet?</u>
- Baby Animals Play: Lesson 2
- Henny Penny
- Splash!: Lesson 3
- Feathers for Lunch: Lesson 3
- Splash!: Lesson 4
- Review of Stories

3 of 3

Course: Speech and Debate

Display Name: Speech and Debate

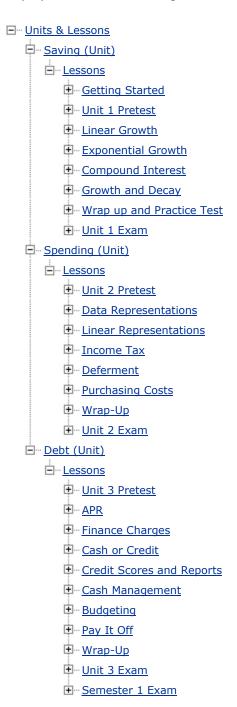
- Units & Lessons
 - Style and Nonverbal Communication (Unit)
 - Lessons
 - The Process of Learning Speech and Debate
 - Body Language and Verbal Skills
 - Voice Control and Eliminating Verbal Tics
 - Movement and Advanced Nonverbal Skills
 - Fear of Public Speaking (Unit)
 - Lessons
 - Why There Is Fear of Speaking
 - Fear Elimination Techniques
 - Organizing a Presentation (Unit)
 - Lessons
 - Fundamentals of Speech Organization
 - <u>Audience Engagement</u>
 - <u> Delivering Benefits to the Audience</u>
 - <u>Delivering Information in a Speech</u>
 - Making Key Points Memorable
 - Making Presentations Memorable (Unit)
 - Lessons
 - Storytelling Techniques
 - Establishing a Setting
 - The Use of Dialogue
 - **Explaining the Problem in a Story**
 - Role of Emotion in Storytelling
 - Using Visuals (Unit)
 - Lessons
 - PowerPoint and Other Visual Aides
 - The Audience-Focused Speaker
 - Slide Construction Fundamentals
 - Integrating Visual Elements With Speaking
 - Planning for Technical Problems
 - Debate and Persuasion (Unit)
 - <u>Lessons</u>
 - <u>Debate Fundamentals</u>
 - **Advanced Debate Techniques**
 - <u>Debate Tactics in the Public Sphere</u>
 - Great Speeches in History (Unit)
 - <u>Lessons</u>
 - Political Speaking
 - Business Affairs Speaking

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<u> </u>
Media Communication (Unit)
<u>Lessons</u>
→ <u>Media Strategies</u>
Politics in The Media
<u> </u>
Preparation, Rehearsal and Continual Improvement (Unit)
<u>Lessons</u>
■ Speech Preparation Systems
The Rehearsal Process
<u> </u>
Final Exam (Unit)
Lessons
Lifetime Speaking Goals

Course: FLVS Advanced Algebra w/ Financial Applications A

Display Name: Advanced Algebra with Financial Applications A



Course: FLVS Advanced Algebra w/ Financial Applications B

Display Name: Advanced Algebra with Financial Applications B

⊡ Units & Lessons

- ☐ Mortgage (Unit)
 - - Getting Started
 - <u> Unit 1 Pretest</u>
 - Fixed Rate
 - **<u> Adjustable Rate</u>**
 - **⊞**--- Balloon
 - Comparing Options
 - <u> Points</u>
 - **±** Additional Fees
 - **±** Total Cost
 - ... Wrap-Up
- □ Investment (Unit)
 - ... Lessons
 - <u> Unit 2 Pretest</u>
 - <u>₱ Pre-Writing</u>
 - **<u> Future Value</u>**
 - Present Value
 - Purchasing Stocks
 - Stocks and Bonds
 - **₱** Portfolios
 - ⊕-- Wrap-Up
 - <u> Unit 2 Exam</u>
- E Retirement (Unit)
 - Ė Lessons
 - **⊞** Unit 3 Pretest
 - Financial Goals
 - ⊕ Plans
 - **!** Insurance
 - Net Worth
 - ₩rap-Up
 - Unit 3 Exam
 - . Semester 2 Exam

Course: Algebra 2 A

Display Name: Algebra 2 A

∃ ... Units & Lessons

- Expressions, Equations, and Inequalities (Unit)
 - Ė- Lessons
 - **₱** Patterns and Expressions
 - Properties of Real Numbers
 - Algebraic Expressions
 - Solving Equations
 - **Solving Inequalities**
 - **±** Absolute Value Equations and Inequalities
 - <u> Unit Review</u>
 - <u> Unit Test</u>
- Functions, Equations, and Graphs (Unit)
 - Lessons
 - Relations and Functions
 - **<u>申</u>** Direct Variation
 - **★** Linear Functions and Slope Intercept
 - More About Linear Equations
 - Using Linear Models
 - Families of Functions
 - Absolute Value Functions and Graphs
 - Two-Variable Inequalities
 - **⊞** Unit Review
- ☐ Linear Systems (Unit)
 - Ė... <u>Lessons</u>
 - Solving Systems Using Tables and Graphs
 - Solving Systems Algebraically
 - **⊕** Systems of Inequalities
 - Linear Programming
 - Systems With Three Variables
 - Solving Systems Using Matrices
 - <u> Unit Review</u>
- Quadratic Functions and Equations (Unit)
 - Ė Lessons
 - Quadratic Functions and Transformations
 - Standard Form of a Quadratic Function
 - Modeling with Quadratic Functions

- Factoring Quadratic Expressions
- Quadratic Equations
- E-Completing the Square
- The Quadratic Formula
- Complex Numbers
- Quadratic Systems
- **±** Unit Review
- Polynomials and Polynomial Functions (Unit)
 - Lessons
 - Polynomial Functions
 - Polynomials, Linear Factors, and Zeroes
 - Solving Polynomial Equations
 - Dividing Polynomials
 - Theorems about Roots of Polynomial Equations
 - The Fundamental Theorem of Algebra
 - **<u>Incompters</u>** The Binomial Theorem
 - The Polynomial Models in the Real World
 - Transforming Polynomial Functions
 - **<u> Unit Review</u>**
 - **⊕** Unit Test
- Radical Functions and Rational Exponents (Unit)
 - Lessons
 - + Roots and Radical Expressions
 - Multiplying and Dividing Radical Expressions
 - **Binomial Radical Expressions**
 - Rational Exponents
 - **Solving Square Root and Other Radical Equations**
 - **Function Operations**
 - Inverse Relations and Functions
 - Graphing Radical Functions
 - **±** Unit Review
 - Radical Functions and Rational Exponents Unit Test
- Exponential and Logarithmic Functions (Unit)
 - Lessons
 - **Exploring Exponential Models**
 - Properties of Exponential Functions
 - Logarithmic Functions as Inverses
 - Properties of Logarithms
 - Exponential and Logarithmic Equations
 - Natural Logarithms
 - Exponential and Logarithmic Functions Unit Review
 - Exponential and Logarithmic Functions Unit Test
- Semester A Review and Exam (Unit)
 - Ė- Lessons

- Semester A Review
- Semester A Exam

Course: Algebra 2 B

Display Name: Algebra 2 B

⊡ Units & Lessons

- Rational Functions (Unit)
 - Ė Lessons
 - **<u>İ</u>** Inverse Variation
 - The Reciprocal Function Family
 - Rational Functions and Their Graphs
 - Rational Expressions
 - 4 Adding and Subtracting Rational Expressions
 - Solving Rational Equations
 - <u> Unit Review</u>
- Sequences and Series (Unit)
 - Ė -- Lessons
 - Mathematical Problems
 - Arithmetic Sequences
 - Geometric Sequences
 - **Arithmetic Series**
 - Geometric Series
 - <u> Unit Review</u>
 - ± Unit Test
- Quadratic Relations and Conic Sections (Unit)
 - Ė Lessons
 - Exploring Conic Sections
 - Parabolas
 - : Circles
 - **⊞**... <u>Ellipses</u>
 - <u>Hyperbolas</u>
 - **⊞** Unit Review
 - <u> Unit Test</u>
- Probability and Statistics (Unit)
 - <u> ⊢ Lessons</u>
 - Permutations and Combinations
 - <u>₱</u> Probability
 - Probability of Multiple Events
 - E-Conditional Probability
 - **<u> Analyzing Data</u>**
 - **Standard Deviation**
 - **Samples and Surveys**

- **Binomial Distributions**
- Normal Distributions
- <u> Unit Review</u>
- Matrices (Unit)
 - Lessons
 - + Adding and Subtracting Matrices
 - <u>Hatrix Multiplication</u>
 - **Determinants and Inverses**
 - **!** <u>Inverse Matrices and Systems</u>
 - **Haracteric** Transformations
- Periodic Functions and Trigonometry (Unit)
 - - Exploring Periodic Data
 - + Angles and the Unit Circle
 - Radian Measure
 - The Sine Function
 - <u>The Cosine Function</u>
 - **The Tangent Function**
 - Reciprocal Trigonometric Functions
 - <u> Unit Review</u>
 - i Unit 6B Test
- Trigonometric Identities and Equations (Unit)
 - Lessons
 - **Trigonometric Identities**
 - **Solving Trigonometric Equations Using Inverses**
 - Right Triangles and Trigonometric Ratios
 - + Area and the Law of Sines
 - The Law of Cosines
 - <u> Unit Review</u>
 - Periodic Functions and Trigonometry Unit Test
- Semester B Review and Exam (Unit)
 - <u>Lessons</u>
 - Semester B Review
 - <u>+</u> Semester B Exam

Course: Algebra 1 A

Display Name: Algebra 1 A

□ Units & Lessons

- Foundations for Algebra (Unit)
 - Ė- Lessons
 - Variables and Expressions
 - Order of Operations and Evaluating Expressions
 - Real Numbers and the Number Line
 - Properties of Real Numbers
 - 4 Adding and Subtracting Real Numbers
 - Multiplying and Dividing Real Numbers
 - The Distributive Property
 - Foundations for Algebra Unit Review
 - <u> Unit Test: Unit 1 Foundations for Algebra</u>
- **⊟** Solving Equations (Unit)
 - <u> Lessons</u>
 - **!** Introduction to Equations
 - **±** Patterns, Equations, and Graphs
 - Solving One-Step Equations
 - Solving Two-Step Equations
 - Solving Multi-Step Equations
 - Solving Equations with Variables on Both Sides
 - Literal Equations and Formulas
 - **±** Solving Equations Unit Review
 - **Solving Equations Unit Test**
- □ Solving Inequalities (Unit)
 - Ė... <u>Lessons</u>
 - Solving Inequalities Using Addition or Subtraction
 - Solving Inequalities Using Multiplication/Division
 - Solving Multi-Step Inequalities
 - Working with Sets
 - Compound Inequalities
 - Absolute Value Equations and Inequalities
 - Unions and Intersections of Sets
 - Solving Inequalities Unit Review
 - Ū Unit 3 Test
- ☐ Introduction to Functions (Unit)
 - Ė Lessons
 - Graphing Inequalities
 - Using Graphs to Relate Two Quantities

- + Patterns and Linear Functions
- <u>Patterns and Nonlinear Functions</u>
- Graphing a Function Rule
- Writing a Function Rule
- Formalizing Relations and Functions
- **±** Sequences and Functions
- **Introduction to Functions Unit Review**
- <u>Unit 4 Test</u>
- Linear Functions (Unit)
 - Ė Lessons
 - Rate of Change and Slope

 - Slope-Intercept Form
 - Point-Slope Form
 - Standard Form
 - **±** Parallel and Perpendicular Lines
 - Graphing Absolute Value Functions
 - inear Functions Unit Review
 - Linear Functions Unit Test
- Systems of Equations and Inequalities (Unit)
 - ... Lessons
 - **±** Solving Systems by Graphing
 - Solving Systems Using Substitution
 - Solving Systems Using Elimination
 - Matrices and Solving Systems
 - + Applications of Linear Systems
 - inear Inequalities
 - Systems of Linear Inequalities
 - Systems of Equations and Inqualities Unit Review
 - <u> Unit 6 Test</u>
- Algebra 1 A Semester Exam (Unit)
 - Lessons
 - + Algebra 1 A Semester Review
 - Algebra 1 A Semester Exam

Course: Algebra 1 B

Display Name: Algebra 1 B

□ Units & Lessons

- Exponents and Exponential Functions (Unit)
 - Ė... Lessons
 - **±** Zero and Negative Exponents
 - Scientific Notation
 - Multiplying Powers with the Same Base
 - More Multiplication Properties of Exponents
 - **±** Division Properties of Exponents
 - **Exponential Functions**
 - Exponential Growth and Decay
 - Exponents and Exponential Functions Unit Review
 - Exponents and Exponential Functions Unit Test
- Polynomials and Factoring (Unit)
 - <u> Lessons</u>
 - Adding and Subtracting Polynomials
 - Multiplying and Factoring Polynomials
 - Multiplying Binomials
 - Multiplying Special Cases
 - \blacksquare Factoring $x^2 + bx + c$
 - \pm Factoring ax^2 + bx + c
 - Factoring Special Cases
 - Factoring by Grouping
 - Polynomials and Factoring Unit Review
- Quadratic Functions and Equations (Unit)
 - <u> ⊢ Lessons</u>
 - Quadratic Graphs and Their Properties
 - Quadratic Functions
 - Solving Quadratic Equations
 - Factoring to Solve Quadratic Equations
 - **⊕** Completing the Square
 - The Quadratic Formula and the Discriminant
 - Linear, Quadratic, and Exponential Models
 - **★** Systems of Linear and Quadratic Equations
 - Quadratic Functions and Equations Unit Review
 - Quadratic Functions and Equations Unit Test
- Radical Expressions and Equations (Unit)
 - <u> ⊢ Lessons</u>

- <u>The Pythagorean Theorem</u>
- **Simplifying Radicals**
- Operations with Radical Expressions
- Solving Radical Equations
- **★** Graphing Square Root Functions
- Trigonometric Ratios
- Radical Expressions and Equations Unit Review
- Radical Expressions and Equations Unit Test
- Rational Expressions and Functions (Unit)
 - Ė Lessons
 - Simplifying Rational Expressions
 - Multiplying and Dividing Rational Expressions

 - Adding and Subtracting Rational Expressions
 - Solving Rational Expressions
 - **!** Inverse Variation
 - Graphing Rational Functions
 - Rational Expressions and Functions Unit Review
 - Rational Expressions and Functions Unit Test
- Data Analysis and Probability (Unit)
 - - Organizing Data Using Matrices
 - Frequency and Histograms
 - Measures of Central Tendency and Dispersion
 - Box-and-Whisker Plots
 - **Samples and Surveys**
 - **Permutations and Combinations**
 - <u>Theoretical and Experimental Probability</u>
 - Probability of Compound Events
 - Data Analysis and Probability Unit Review
- Semester B Exam and Review (Unit)
 - <u>Lessons</u>
 - **Semester B Review**
 - Semester B Exam

Course: Algebra Readiness A (Pre-Algebra)

Display Name: Algebra Readiness A (Pre-Algebra)

□ Units & Lessons

- Integers and Algebraic Expressions (Unit)
 - Ė- Lessons
 - Order of Operations
 - Integers and Absolute Value
 - + Adding and Subtracting Integers
 - Multiply and Divide Integers
 - Properties of Numbers
 - Solving Equations by Adding and Subtracting
 - Solve Equations by Multiplying and Dividing
 - Integers and Algebra Review
 - **i** Integers and Algebra Unit Test
- Ē Rational Numbers (Unit)
 - Ė Lessons
 - **★** Rational and Irrational Numbers
 - **±** Fractions, Decimals, and Ratios
 - Adding and Subtracting Fractions
 - Multiplying and Dividing Fractions
 - **±** Exponent Basics
 - Properties of Exponents
 - **Scientific Notation Basics**
 - Scientific Notation Comparison
 - Operations and Applications of Scientific Notation
 - **⊞** Unit Review
 - ... Unit Test
- Real Numbers and the Coordinate Plane (Unit)
 - Ė- <u>Les</u>sons
 - **⋣** Squares and Square Roots
 - Real Numbers
 - Estimating Irrationals
 - Roots as Solutions To Equations, Cube Roots
 - Pythagorean Theorem
 - Converse of Pythagorean Theorem
 - **⊞** Coordinate Plane
 - **⊞** Unit Review
 - <u> Unit Test</u>
- Applications of Proportions (Unit)
 - Ė... <u>Lessons</u>

- **⊞** Ratios and Rates
- Proportions
- Ratios of Similar Figures

- <u>Unit Review</u>
- Applications of Percent (Unit)
 - Ė Lessons
 - Fractions, Decimals, and Percents
 - Estimating with Percents
 - Percents and Proportions
 - Percent Equations
 - Percent of Change
 - Markup, Discount, and Sales Tax
 - **İ** Simple and Compound Interest
 - <u>Unit Review</u>
- Equations and Inequalities (Unit)
 - - **Simplifying Algebraic Expression**
 - **★** Solving Multi-Step Equations
 - <u>Variables on Both Sides</u>
 - <u>Transforming Equations</u>
 - Graphing and Solving Inequalities by Adding and Su
 - Solving Inequalities by Multiplying or Dividing
 - <u>Unit Review</u>
 - Unit Test

Course: Algebra Readiness B (Pre-Algebra)

Display Name: Algebra Readiness B (Pre-Algebra)

∃ ... Units & Lessons

- Ġ-- Geometry (Unit)
 - Ė- Lessons
 - Pairs of Angles
 - Parallel Lines and Angles
 - E-Congruent Polygons
 - : Classifying Polygons
 - Polygons and Angles
 - Area of Polygons
 - + Area and Circumference of Circles
 - Geometric Constructions
 - Geometry Unit Review
 - **⊞** Geometry Unit Test
- Measurement (Unit)
 - <u> Lessons</u>
 - Polyhedrons, 3-D Figures, and Solids
 - ± 3-D Views
 - 3-D Figures and Nets
 - Surface Area of Prisms and Cylinders
 - Surface Area of Pyramids and Cones
 - Using Pythagorean Theorem with 3-D Figures
 - <u>Volumes of Prisms and Cylinders</u>
 - <u>Volumes of Pyramids and Cones</u>
 - **⊕** Spheres
 - **±** Similar Solids
 - Portfolio:Surface Area & Volume in the Real World
 - Measurement Unit Review
 - **⊞** Measurement Unit Test
- Using Graphs to Analyze Data (Unit)
 - Ė Lessons
 - <u> Measures of Center</u>
 - Frequency
 - <u> Venn Diagram</u>
 - **±** Stem-and-Leaf Plots
 - **⊞** Box-and-whisker Plot

 - **⊕** Bivairate Data
 - Modeling Data with Lines

- <u>Circle Graphs</u>
- E- Choosing the Right Graph
- Relative Frequency
- <u>■ Using Graphs to Analyze Data Unit Review</u>
- Probability (Unit)
 - Lessons
 - <u>Theoretical and Experimental Probability</u>
 - Independent and Dependent Events
 - Making Predictions
 - <u> Permutations</u>
 - **<u> Combinations</u>**
 - **⊞** Unit Review
 - **Probability Unit Test**
- **□** Functions (Unit)
 - Lessons

 - **±** Relating Graphs and Events
 - **±** Functions
 - <u> Understanding Slope</u>
 - Slope and Similar Triangles
 - **⊕** Graphing Linear Functions
 - Graphing Proportional Relationships
 - Writing Rules for Linear Functions
 - **★** Solving Systems of Equations
 - Nonlinear Functions
 - Comparing Functions
 - Functions Unit Review
 - Functions Unit Test
- Polynomials and Properties of Exponents (Unit)
 - Ė --- <u>Lessons</u>
 - <u>Polynomials</u>
 - Adding and Subtracting Polynomials
 - Exponents and Multiplication
 - Multiplying Polynomials
 - Exponents and Division
 - Polynomials and Properties of Exponents Review
 - Polynomials and Properties of Exponents Unit Test

Course: FLVS AP Calculus AB A

Display Name: AP Calculus AB A

<u> </u>	<u>Un</u>	its	&	Lessons
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- Introduction: Preparation for Calculus (Unit)
 - Lessons
 - Welcome to AP Calculus AB
 - <u> The Cartesian Plane</u>
 - Graphs and Models
 - Linear Models and Rates of Change
 - Functions and Their Graphs
 - Trigonometry Review
 - <u>Unit 1 Review</u>
 - <u>unit 1 Test</u>
- Limits and Continuity (Unit)
 - Lessons
 - A Preview of Calculus
 - Finding Limits Graphically and Numerically
 - **Evaluating Limits Analytically**
 - Continuity and One-Sided Limits
 - Infinite Limits
 - <u>Unit 2 Review</u>
 - <u>Unit 2 Test</u>
- Differentiation (Unit)
 - Lessons
 - The Derivative and the Tangent Line Problem
 - Basic Differentiation Rules and Rates of Change
 - The Product and Quotient Rules and Higher Order De
 - The Chain Rule
 - Implicit Differentiation
 - Related Rates
 - <u>Unit 3 Review</u>
 - <u>Unit 3 Test</u>
- Applications of Differentiation (Unit)
 - Lessons
 - Extrema on an Interval
 - Rolle's Theorem and the Mean Value Theorem
 - Increasing and Decreasing Functions and the First
 - Concavity and the Second Derivative Test
 - i Limits at Infinity
 - A Summary of Curve Sketching
 - Optimization Problems
 - <u>Differentials</u>
 - <u>Unit 4 Review</u>

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Appendix A - 332

- Integration (Unit)
 - <u>Lessons</u>
 - Antiderivatives and Indefinite Integration

 - <u>Semester 1 Exam</u>
 - Riemann Sums and Definite Integrals
 - The Fundamental Theorem of Calculus
 - Integration by Substitution
 - Numerical Integration
 - <u>Unit 5 Review</u>
 - <u>Unit 5 Test</u>

6/7/2012 5:01 PM

Course: FLVS AP Calculus AB B

Display Name: AP Calculus AB B

- Units & Lessons
 - Transcendental Functions (Unit)
 - Lessons
 - Natural Logarithmic Function and Differentiation
 - Natural Logarithmic Function and Integration
 - Inverse Functions
 - **Exponential Functions**
 - Bases Other than e and Applications
 - Inverse Trig. Functions and Differentiation
 - Inverse Trig. Functions and Integration
 - <u>Unit 1 Review</u>
 - <u>Unit 1 Test</u>
 - **Differential Equations (Unit)**
 - Lessons
 - Slope Fields
 - <u>Differential Equations: Growth and Decay</u>
 - <u>Differential Equations: Separation of Variables</u>
 - <u>Unit 2 Review</u>
 - Unit 2 Test
 - Applications of Integration (Unit)
 - Lessons
 - Area of a Region Between Two Curves
 - <u>Volume</u>: The Disc Method
 - <u>Unit 3 Review</u>
 - <u>Unit 3 Test</u>
 - Integration Techniques (Unit)
 - <u>Lessons</u>
 - Basic Integration Rules
 - Indeterminate Forms and L'Hopital's Rule
 - <u>Unit 4 Test</u>
 - <u>Semester 2 Exam</u>
 - Course Review (Unit)
 - Lessons

1 of 1

- Review 1
- <u>**i**</u> Review 2
- Review 3
- Review 4

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Course: FLVS AP Calculus BC A

Display Name: AP Calculus BC A

- Units & Lessons
 - Limits and Continuity (Unit)
 - Lessons
 - <u>Unit Checklist and Pretest</u>
 - A Preview of Calculus
 - Finding Limits Graphically and Numerically
 - **Evaluating Limits Analytically**
 - **E** Continuity and One-Sided Limits
 - Infinite Limits
 - Chapter Review
 - **AP Exam Preparation**
 - <u>Unit One Test</u>
 - Differentiation (Unit)
 - <u>Lessons</u>
 - **<u>Differentiation</u>**
 - **Differentiation Rules**
 - Product/Quotient Rules
 - The Chain Rule
 - Implicit Differentiation
 - Related Rates
 - <u>Chapter Review</u>
 - AP Exam Preparation
 - <u>Unit Two Test</u>
 - Applications of Differentiation (Unit)
 - <u>Lessons</u>
 - **Extrema on an Interval**
 - Rolle's Theorem and Mean Value Theorem
 - Increasing, Decreasing f(x) and FDT
 - Concavity and SDT
 - i Limits at Infinity
 - A Summary of Curve Sketching
 - Optimization Problems
 - Differentials
 - <u>Chapter Review</u>
 - **AP Exam Preparation**
 - <u>Unit Three Test</u>
 - Integration (Unit)
 - <u>Lessons</u>
 - Antiderivatives and Indefinite Integration
 - **!** Integration by Substitution
 - Area

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Appendix A - 335

6/7/2012 5:03 PM

- Reimann Sums and Definite Integrals
- The Fundamental Theorem of Calculus
- Numerical Integration
- <u>Chapter Review</u>
- <u>AP Exam Preparation</u>
- <u>Unit Four Test</u>
- <u>Transcendental Functions (Unit)</u>
 - <u>Lessons</u>
 - **Exponential Functions**
 - Bases Other Than e and Applications
 - The Natural Log Function Differentiation
 - The Natural Log Function Integration
 - **Inverse Functions**
 - Inverse Trig Function Differentiation
 - Inverse Trig Function Integration
 - <u>Chapter Review</u>
 - AP Exam Preparation
 - <u>Unit Five Test</u>
- in Differential Equations (Unit)
 - Lessons
 - Slope Fields and Euler's Method
 - <u>Differential Equations: Growth and Decay</u>
 - Separation of Variables and Logistic Equations
 - <u>• Chapter Review</u>
 - AP Exam Preparation
 - <u>Unit Six Test</u>
 - <u>Semester One Exam</u>

6/7/2012 5:03 PM

Course: FLVS AP Calculus BC B

Display Name: AP Calculus BC B

- Units & Lessons
 - Unit 1 Applications of Integrations (Unit)
 - Lessons
 - Area of a Region Between Two Curves
 - <u>Volume: Disk Method</u>
 - Arc Length
 - Work and Other Applications
 - Chapter Review
 - **AP Exam Preparation**
 - <u>Unit One Test</u>
 - Unit 2 Integrations Techniques (Unit)
 - Lessons
 - **Basic Integration Rules**
 - Integration by Parts
 - Partial Fractions
 - L'Hopital's Rule
 - Improper Integrals
 - Chapter Review
 - **AP Exam Preparation**
 - <u>Unit Two Test</u>
 - Unit 3 Infinite Series Part I (Unit)
 - Lessons
 - <u>Sequences</u>
 - Series and Convergence
 - Integral and p-series
 - <u>Comparison of Series</u>
 - Alternating Series
 - Ratio and Root Tests
 - <u>Chapter Review</u>
 - **AP Exam Preparation**
 - <u>Unit Three Test</u>
 - Unit 4 Infinite Series Part II (Unit)
 - Lessons
 - Taylor Polynomials and Convergence
 - Power Series
 - Representing Functions with Power Series
 - Taylor and Maclaurin Series
 - Chapter Review
 - AP Exam Preparation
 - <u>Unit Four Test</u>
 - Unit 5 Parametric and Polar (Unit)

New Mexico Connections Academy

Appendix A - 337

- Lessons
 - Plane Curves and Parametric Equations
 - Parametric Equations and Calculus
 - Polar Coordinates and Polar Graphs
 - Area in Polar Coordinates
 - <u>Chapter Review</u>
 - <u>AP Exam Preparation</u>
 - <u>Unit Five Test</u>
 - "Who Wants a 5?" Game
 - Semester Two Exam
- Unit 6 Getting Ready for the Exam (Unit)
 - Lessons
 - Test Format MC Part A
 - <u>Using a Calculator MC Part B</u>
 - The Free Response Section
 - <u>Common Mistakes. How is the Exam Scored?</u>

6/7/2012 5:04 PM

Course: FLVS AP Statistics A

Display Name: AP Statistics A

- Units & Lessons
 - <u> Welcome (Unit)</u>
 - Lessons
 - <u>Welcome</u>
 - Note Taking Skills
 - <u>• Calculators</u>
 - Rubric for Grading Quizzes and Test Essay Question
 - Exploring Univariate Data (Unit)
 - Lessons
 - Introduction to Univariate Data
 - Graphical Displays of Categorical Data
 - Graphical Displays of Quantitative Data 1
 - Graphical Displays of Quantitative Data 2
 - Graphical Displays of Quantitative Data 3
 - Measuring the Center
 - Measuring the Spread
 - The Five-number Summary and Boxplots
 - Review of Describing Distributions
 - **Density Curves**
 - The Normal Distribution
 - **Standardized Scores**
 - Normal Distribution Calculations
 - **Assessing Normality**
 - Unit Two Test
 - Exploring Bivariate and Categorical Data (Unit)
 - Lessons
 - Introduction to Bivariate Data
 - Creating Scatterplots
 - Interpreting Scatterplots
 - <u>Correlation</u>
 - The Least Squares Regression Line (LSRL)
 - **⊞** Residuals and Residual Plots
 - Correlation and Regression Details
 - Non-Linear Data
 - **Exponential Models**
 - Power Models
 - Bivariate, Categorical Data
 - **Simpson's Paradox and Other Cautions**
 - <u>Unit Three Review and Test</u>
 - Conducting Studies and Experiments (Unit)
 - Lessons

New Mexico Connections Academy

Appendix A - 339

- Introduction to Studies, Experiments, and Simulati
- Designing Samples and Surveys
- The SRS
- Bad Sampling
- Good Sampling
- <u> Cautions about Sampling</u>
- **Experimental Design**
- <u>Different Experimental Designs</u>
- **E** Cautions about Experiments
- <u>Simulations</u>
- Generalizability
- <u>Unit Four Review and Test</u>
- Probability and Random Variables (Unit)
 - <u>Lessons</u>
 - Introduction and Definition of Probability
 - **Sample Spaces and Counting**
 - Complements, Disjoint Events, and the Addition Rul
 - Independence and the Multiplication Rule
 - Unions, Venn Diagrams, and more Probability
 - Conditional Probability
 - Tree Diagrams and More Practice
 - **Discrete Random Variables**
 - Continuous Random Variables
 - Mean and Variance of a Random Variable
 - The Law of Large Numbers and Rules for Means and V
 - <u>Unit Five Review and Test</u>
- Binomial, Geometric, and Sampling Distributions (Unit)
 - <u>Lessons</u>
 - Introduction to Binomial Settings
 - Finding Binomial Probabilities
 - The Binomial Formula, Mean, and Standard Deviation
 - Practice with Binomial Distributions
 - **Geometric Settings**
 - Calculating Geometric Probabilities, Mean, and Sta
 - <u>Additional Practice with Binomial and Geometric Di</u>
 - Introduction to Sampling Distributions
 - Sample Proportions
 - Sample Means
 - The Central Limit Theorem
 - Review of Random Variables and Sampling Distributi
 - **Unit Six Review and Test**
 - Semester 1 Exam

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2 of 2

Course: FLVS AP Statistics B

Display Name: AP Statistics B

- Units & Lessons
 - Introduction to Inference (Unit)
 - Lessons
 - **E** Confidence Intervals
 - Sample Size and Confidence Interval Behavior
 - Confidence Intervals and the Calculator
 - The Significance Test
 - Statistical Significance
 - Connecting Confidence Intervals and Tests of Sign
 - **Significance Tests and Decision Making**
 - Errors and Power
 - Review of Confidence Intervals and Significance Te
 - <u>Unit 1 Review and Test</u>
 - Inference for Means and Proportions (Unit)
 - Lessons
 - E Confidence Intervals for T
 - Significance Tests for T
 - **E** Conditions for T Testing
 - T Distributions and the Calculator
 - T Intervals for Comparing Two Means
 - T Tests for Comparing Two Means
 - Review, Two Means, and the Calculator
 - <u>Confidence Intervals for Proportions</u>
 - <u>Significance Tests for Proportions</u>
 - Choosing Sample Size and Using Your Calculator
 - Confidence Intervals and Two Proportions
 - Significance Tests for Two Proportions
 - Unit 2 Review and Test
 - Inference for Goodness of Fit (Unit)
 - <u>Lessons</u>
 - <u>Chi-Squared Test for Goodness of Fit</u>
 - Goodness of Fit Conditions and the Calculator
 - <u>Chi-Squared Test of Association/Independence</u>
 - <u>Chi-Squared Test of Independence: Conditions and t</u>
 - Inference for Regression: Estimating Slope
 - Regression and Testing Slope
 - <u>Unit 3 Review and Test</u>
 - Review (Unit)
 - Lessons
 - <u>• Course Review</u>
 - AP Test Review

New Mexico Connections Academy

Appendix A - 341

- How to Choose the Right Test
- Culminating Project (Unit)
 - Lessons
 - Project Proposal
 - Scoring and Check Point
 - <u>Cumulative Project</u>
 - Semester Two Exam

6/7/2012 5:14 PM

Course: Calculus A

Display Name: Calculus A

- ∃ ... Units & Lessons
 - ☐ Introduction (Unit)
 - Ė... <u>Lessons</u>
 - <u>+</u> Welcome to Calculus
 - Limits and Their Properties (Unit)
 - Ė... <u>Lessons</u>
 - **Introduction**
 - Graphs and Models: Part 1
 - ⊕ Graphs and Models: Part 2
 - Linear Models and Rates of Change
 - Functions and Their Graphs
 - Fitting Models to Data
 - Research Assignment: Science Application
 - **!** Introduction to Finding Limits
 - Finding Limits Graphically and Numerically
 - Evaluating Limits Analytically
 - E-Continuity and One-Sided Limits

 - <u> Unit 2 Review</u>
 - ... Unit 2 Test
 - Differentiation (Unit)
 - Ė ... <u>Lessons</u>
 - **!** <u>Introduction</u>
 - The Tangent Line Problem
 - **Basic Differentiaiton Rules**
 - Product and Quotient Rules
 - The Chain Rule
 - Assignment: Position, Velocity, and Acceleration
 - Implicit Differentiation
 - **⊞** Related Rates
 - **⊞** Unit 3 Review
 - <u> Unit 3 Test</u>
 - Applications of Differentiation (Unit)
 - Ė -- Lessons
 - **Introduction Introduction**
 - Extrema on an Interval
 - Rolle's and the Mean Value Theorems
 - increasing and Decreasing Functions

- E- Concavity and the Second Derivative Test
- Limits at Infinity
- A Summary of Curve Sketching
- Optimization
- Newton's Method
- <u>Unit 4 Review</u>
- <u> Unit 4 Test</u>
- Final Review and Exam (Unit)
 - Lessons
 - Calculus A Final Review
 - En Calculus A Final Exam

Course: Calculus B

Display Name: Calculus B

∃ ... Units & Lessons

- ☐ Integration (Unit)
 - Ė- Lessons
 - **Introduction**
 - **★** Antiderivatives and Indefinite Integration
 - Area and Definite Integrals: Part 1
 - Area and Definite Integrals: Part 2
 - Research Assignment: Riemann Sums and Area
 - The Fundamental Theorem of Calculus
 - <u> Substitution and Numerical Integration: Part 1</u>
 - <u>Substitution and Numerical Integration: Part 2</u>
 - **⊕** Unit Review
 - <u> Unit Test</u>
- Logarithmic, Exponential, and other Transcendental (Unit)
 - <u> Lessons</u>
 - **Introduction** Introduction
 - The Natural Logarithmic Function: Part 1
 - The Natural Logarithmic Function: Part 2
 - <u>Inverse and Exponential Functions: Part 1</u>
 - Inverse and Exponential Functions: Part 2
 - Inverse and Exponential Functions: Part 3
 - <u> inverse Trigonometric Functions: Part 1</u>
 - Inverse Trigonometric Functions: Part 2
 - Hyperbolic Functions
 - Research Assignment: Suspension Bridges
 - <u> Unit Review</u>
 - <u> Unit Test</u>
- Differential Equations (Unit)
 - Ė Lessons
 - **!** Introduction
 - Slope Fields and Growth and Decay: Part 1
 - Slope Fields and Growth and Decay: Part 2
 - Research Assignment: Modeling Radioactive Decay
 - Separation of Variables: Part 1
 - **★** Separation of Variables: Part 2
 - **<u>Unit Review</u>**
 - **⊞** Unit Test
- □ Applications of Integration (Unit)

- Lessons
 - <u>i</u> Introduction
 - + Area Between Two Curves
 - Volumes, Arc Lengths, and Surfaces: Part 1
 - <u>Volumes, Arc Lengths, and Surfaces: Part 2</u>
 - <u>Volumes, Arc Lengths, and Surfaces: Part 3</u>
 - <u>Volumes</u>, Arc Lengths, and Surfaces: Part 4
 - <u>Writing Assignment: Which Method and When?</u>
 - Work, Moments, and Fluids: Part 1
 - Work, Moments, and Fluids: Part 2
 - Work, Moments, and Fluids: Part 3
 - <u>Unit Review</u>
 - <u> Unit Test</u>
- Final Review and Exam (Unit)
 - - E-Calculus B Final Review
 - <u>Calculus B Final Exam</u>

Course: Consumer Math A

Display Name: Consumer Math A

⊡ Units & Lessons

- Money and Spending (Unit)
 - Ė Lessons
 - The History of Money: Introducing Trade
 - History of Money: Using Metal & Paper as Currency
 - History of Money Activity: Exchanging Currency
 - **Department Store Sales**
 - En Calculating Change and Discounts
 - The Department Store: Getting the Best Deal
 - History of Money and Department Store
 - The Grocery Store
 - The Grocery Store: Shopping with Coupons
 - The Electronics Store: Percentages and Sales Tax
 - The Electronics Store: Online vs In-Store Savings
 - <u>₩hat's My Total Bill?</u>
 - **⊞**—The Outlet Mall
 - **⊞** Unit Review
- Controlling Expenses (Unit)
 - Ė- Lessons
 - The Restaurant: The Bill

 - Paying Retailers
 - Em Cash, Check, or Charge
 - E-Controlling Your Checkbook
 - Reviewing and Paying the Power Bill
 - Time to Pay the Power Bill
 - Comparing Choices
 - **Estimating Your Expenses**
 - Other Types of Expenses
 - Receipts, Bills, and Estimates, Oh My!

 - Time is Money
 - **⊞** Unit Review
 - ... Unit Test
- Finances: Income and Debt (Unit)
 - Ė -- Lessons
 - Hourly vs. Salaried

- **Withholdings**
- How Much Money Do I Spend?
- Discretionary and Fixed Expenses
- Am I Financially Healthy? Planning
- Buyer Beware
- E- CD Investments
- Saving Is Stability: Controlling Spending
- **<u> Spendaholics</u>**
- How Much Have I Saved?
- **由** Debt Is Dangerous: Pay More Than the Minimum
- **⊡** Don't Be a Doris
- <u>Debt Is Dangerous</u>
- <u> Unit Review</u>
- Dealing with Debt (Unit)
 - - **⊕** Debt Ratio
 - Necessity or Luxury
 - When Debt Is Acceptable: Secured vs. Unsecured
 - When Debt Is Acceptable: Mortgage Loans
 - Hen Debt Isn't Acceptable: Minimum Due and Missed
 - When Debt Isn't Acceptable: Credit Cards
 - When Debt Isn't Acceptable: Rewards Programs
 - I Already Have Too Many Credit Cards
 - I Already Have Too Many Credit Cards: Debt Ratios
 - Give Yourself Credit for Avoiding Credit Problems
 - How a Credit Score Works: Financial Decisions
 - How a Credit Score Works: The Payoff
 - How a Credit Score Works: The Perfect Score
 - <u> Unit Review</u>
 - ... Unit Test
- Review (Unit)
 - - Unit 1 Review: Money and Spending
 - <u>Unit 2 Review: Controlling Expenses</u>
 - Unit 3 Review: Finances: Income and Debt
 - Unit 4 Review: Dealing with Debt
- Final Exam (Unit)
 - - Final Exam

Course: Consumer Math B

Display Name: Consumer Math B

⊡ Units & Lessons

- Debt vs. Savings (Unit)
 - Ė Lessons
 - Secured Debt
 - **<u>Insecured Debt</u>** <u>Unsecured Debt</u>
 - Exploring Other Forms of Debt

 - **⊕** Future Wealth
 - Good Credit vs. Bad Credit: An Overview
 - Examples of Good Credit
 - **Examples of Bad Credit**
 - **<u> Savings vs. Debt</u>**
 - E-Cars: Used or New
 - E- Cars: Lease or Own
 - Homes: Rent
 - Homes: Mortgage
 - **⊞** Unit Review
 - <u> Unit Test</u>
- Budgeting (Unit)
 - Ė- Lessons
 - **Budgeting**
 - Creating a Hypothetical Budget
 - **⊞**-- Fixed Costs
 - + Assets and "Net" Savings
 - Discretionary Spending: The Extras of Life
 - The Second Job
 - Emergency Funds: Cash Reserves
 - Emergency Funds: Insurance Policies
 - Emergencies A Brainstorming Activity
 - Budgeting Summary: Reviewing the Process
 - Budgeting Summary: The Never-ending Budget Process
 - Budgeting Summary: Learning from Experience
 - <u> Unit Review</u>
 - . Unit Test
- ☐ Finances (Unit)
 - <u>Lessons</u>
 - **⊕** A Part-Time Job
 - Promotions and Merit Pay

- **±** Labor Statistics
- investigating Labor Statistics
- Degree Effect
- Gifts and Bulk Buying
- Sharing Expenses
- Benefits of Coupons
- <u> Credit Card Debt Revisited</u>
- + Paying More Than the Minimum
- Balancing Act of Debt
- Retirement Savings vs. Debt
- <u>Unit Review</u>
- **⊕** Unit Test
- Savings and Financial Planning (Unit)
 - <u>Lessons</u>

 - An Introduction to Investing: Being Realistic
 - An Introduction to Investing: Risk
 - Diversifying Your Savings
 - An Introduction to Investing: Stock Market
 - **⊕** Get It in Writing: Renting
 - Get It in Writing: Unilateral Contracts
 - <u>The Internet Is Your Friend: Online Banking</u>
 - The Internet Is Your Friend: Direct Deposit
 - The Internet Is Your Friend: Financial Software
 - Review: Money's Many Uses
 - Review: Planning Ahead and Contracts
 - <u> Unit Review</u>
- Review (Unit)
 - Lessons
 - Review: Debt vs. Saving
 - Review: Budgeting
 - Review: Finances
 - Review: Savings and Financial Planning
- Final Exam (Unit)
 - Ė- <u>Lessons</u>
 - Consumer Math B Final Exam

Course: Explorations in Mathematics A

Display Name: Explorations in Mathematics A

■ Units & Lessons

- ⊟ Working with Rational Numbers (Unit)
 - Ė- Lessons
 - **⊕** Divisibility Patterns
 - Divisibility Patterns Activity
 - **±** Assignment 1
 - Prime Factorization
 - Prime Factorization Activity

 - Greatest Common Factor Activity
 - 4ssignment 2
 - **!** Rational Numbers and Reducing
 - Rational Numbers and Reducing Activity
 - Add/Subtract Rationals with Like Denominators
 - <u> Add/Subtract Rationals with Like Denominators Act.</u>
 - Least Common Multiple
 - Least Common Multiple Activity
 - Assignment 3
 - <u>Add/Subtract Rationals with Unlike Denominators</u>
 - Add/Subtract Rationals with Unlike Denom. Activity
 - More Subtracting Rationals with Unlike Denominator
 - More Subtracting Rationals Activity
 - 4 Assignment 4
 - Multiplying Rational Numbers
 - Multiplying Rational Numbers Activity
 - Dividing Rational Numbers
 - Dividing Rational Numbers Activity
- Variables, Equations, and Properties (Unit)
 - Ė Lessons
 - <u>Variables</u>, <u>Expressions</u>, and <u>Equations</u>
 - <u>Variables</u>, <u>Expressions</u>, and <u>Equations Activity</u>
 - Associative Property of Addition/Multiplication
 - Associative Prop. of Multiplication/Addition Act.
 - E Commutative Property of Addition/Multiplication
 - E- Commutative Prop. of Addition/Multiplication Act.
 - Order of Operations
 - Order of Operations Activity
 - **±**... Assignment 1

- Additive and Multiplicative Identity Property
- Additive/Multiplicative Identity Property Activity
- ± Assignment 2
- + Additive Inverse Property
- Additive Inverse Property Activity
- Multiplicative Inverse Property
- <u>Multiplicative Inverse Property Activity</u>
- Assignment 3
- Distributive Property
- Distributive Property Activity
- Using the Distributive Property
- Using the Distributive Property Activity
- 4 Assignment 4
- Using Properties to Simplify Expressions
- Using Properties to Simplify Expressions Activity
- Explorations of Mathematics A Final (Unit)
 - - Explorations of Mathematics A Final Review
 - Explorations of Mathematics A Final

Course: Explorations in Mathematics B

Display Name: Explorations in Mathematics B

□ Units & Lessons

- Integers and Solving Equations (Unit)
 - Ė- Lessons
 - <u>★ Addition and Subtraction Property of Equality</u>
 - Addition/Subtraction Property of Equality Activity
 - Multiplication and Division Property of Equality
 - Multiplication/Division Prop. of Equality Activity
 - Integers: Absolute Value and Comparison
 - Integers: Absolute Value and Comparison Activity
 - **±** Assessment 1
 - Adding and Subtracting Integers
 - Adding and Subtracting Integers Activity
 - Multiplying and Dividing Integers
 - Multiplying and Dividing Integers Activity
 - **±** Assessment 2
 - Reflexive, Symmetric, Transitive, and Substitution
 - Reflexive/Symmetric/Transitive/Substitution Act.
 - Solving One-Step Equations
 - Solving One-Step Equations Activity
 - **±** Assessment 3
 - Applications of One-Step Equations
 - ♣ Applications of One-Step Equations Activity
 - Solving Multiple-Step Equations
 - Solving Multiple-Step Equations Activity
 - ± Assessment 4
 - Applications of Multiple-Step Equations
 - Applications of Multiple-Step Equations Activity
- Probability and Statistics (Unit)
 - - Direct Variation

 - **İ**—Inverse Variation
 - Inverse Variation Activity
 - **⊕** Assignment 1
 - Mean and Mode
 - Mean and Mode Activity
 - <u>₱─ Median and Quartiles</u>
 - Median and Quartiles Activity

- **±** Assignment 2
- Box and Whisker Plots
- Box and Whisker Plots Activity
- E- Counting Principle
- E-Counting Principle Activity
- Assignment 3
- <u>Permutations</u>
- <u>Permutations Activity</u>
- Combinations
- E- Combinations Activity
- <u>₱</u> Probability
- Probability Activity
- Assignment 4
- Application of Probability
- Application of Probabilty Activity
- Explorations in Mathematics B Final (Unit)
 - - <u>Consumer Math B Final Review</u>
 - Consumer Math B Final

Course: Geometry A

Display Name: Geometry A

□ Units & Lessons

- Tools of Geometry (Unit)
 - Ė- Lessons
 - Nets and Drawings for Visualizing Geometry
 - Points, Lines, and Planes
 - H Measuring Segments
 - Measuring Angles
 - Exploring Angles
 - Basic Constructions
 - Midpoint and Distance in the Coordinate Plane
 - Perimeter, Circumference, and Area
 - **1** Tools of Geometry Unit Review
 - Tools of Geometry Unit Test
- Standard Geometry (Unit)
 - <u> Lessons</u>
 - **₱** Patterns and Inductive Reasoning
 - Conditional Statements
 - Biconditionals and Definitions
 - **₱** Deductive Reasoning
 - Reasoning in Algebra and Geometry
 - Proving Angles Congruent
 - **±** Standard Geometry Unit Review
 - **Standard Geometry Unit Test**
- Parallel and Perpendicular Lines (Unit)
 - Ė ... <u>Lessons</u>
 - Lines and Angles
 - Properties of Parallel Lines
 - Proving Lines Parallel
 - Parallel and Perpendicular Lines
 - **!--** Lines and Triangles
 - <u>Constructing Parallel and Perpendicular Lines</u>
 - Equations of Lines in the Coordinate Plane
 - Slopes of Parallel and Perpendicular Lines
 - Parallel and Perpendicular Lines Unit Review
 - Parallel and Perpendicular Lines Unit Test
- Congruent Triangles (Unit)
 - Ė Lessons
 - **⊕** Congruent Figures

- Triangle Congruence by SSS and SAS
- Triangle Congruence by ASA and AAS
- <u>Using Corresponding Parts of Congruent Triangles</u>
- in Isosceles and Equilateral Triangles
- E-Congruence in Right Triangles
- Congruence in Overlapping Triangles
- E Congruent Triangles Unit Review
- Engruent Triangles Unit Test
- - Ė Lessons
 - Midsegments of Triangles
 - Perpendicular and Angle Bisectors
 - Bisectors in Triangles
 - Medians and Altitudes
 - Inequalities in One Triangle
 - <u>Inequalities in Two Triangles</u>
 - Triangles Unit Review
 - Triangles Unit Test
- Polygons and Quadrilaterals (Unit)
 - <u>Lessons</u>
 - The Polygon-Angle Sum Theorems
 - <u>Properties of Parallelograms</u>
 - Proving That a Quadrilateral Is a Parallelogram
 - Properties of Rhombuses, Rectangles, and Squares
 - <u>Conditions for Rhombuses, Rectangles, and Squares</u>
 - Trapezoids and Kites
 - **₱** Polygons in the Coordinate Plane
 - Applying Coordinate Geometry
 - Proofs Using Coordinate Geometry
 - Polygons and Quadrilaterals Unit Review
 - Polygons and Quadrilaterals Unit Test
- Geometry A Semester Exam (Unit)
 - Ė --- <u>Lessons</u>
 - Geometry A Semester Review
 - Geometry A Semester Exam

Course: Geometry B

Display Name: Geometry B

⊡ Units & Lessons

- Ġ Similarity (Unit)
 - Ė Lessons
 - Ratios and Proportions
 - Similar Polygons
 - Proving Triangles Similar
 - **Similarity** in Right Triangles
 - Proportions in Triangles
 - Similarity Unit Review
 - **.** <u>Similarity Unit Test</u>
- Right Triangles and Trigonometry (Unit)
 - Ė....<u>Lessons</u>
 - The Pythagorean Theorem and Its Converse
 - Special Right Triangles
 - **±** Trigonometry
 - Angles of Elevation and Depression
 - **⊕** ··· Vectors
 - Right Triangles and Trigonometry Unit Review
 - **★** Right Triangles and Trigonometry Unit Test
- Transformations (Unit)
 - Ė- <u>Lessons</u>
 - **Translations**
 - **♣** Reflections
 - **♣** Rotations
 - <u>Symmetry</u>
 - **⊞** Dilations
 - **⊞** Compositions of Reflections
 - Transformations Unit Review
 - **Transformations Unit Test**
- Area (Unit)
 - Ė ... <u>Lessons</u>
 - Areas of Parallelograms and Triangles
 - Areas of Trapezoids, Rhombuses, and Kites
 - + Areas of Regular Polygons
 - Perimeters and Areas of Similar Figures
 - Trigonometry and Area

 - Areas of Circles and Sectors

- Area Unit Review
- <u>∔</u> Area Unit Test
- Surface Area and Volume (Unit)
 - Ė --- <u>Lessons</u>
 - **Example 2** Space Figures and Cross Sections
 - <u>Surface Areas of Prisms and Cylinders</u>
 - Surface Areas of Pyramids and Cones
 - <u>Volumes of Prisms and Cylinders</u>
 - <u> Volumes of Pyramids and Cones</u>
 - <u>Surface Areas and Volumes of Spheres</u>
 - Areas and Volumes of Similar Solids
 - Surface Area and Volume Unit Review
 - Surface Area and Volume Unit Test
- ☐ Circles (Unit)
 - - E- Chords and Arcs
 - inscribed Angles
 - Angle Measures and Segment Lengths
 - <u> Circles in the Coordinate Plane</u>
 - E Circles Unit Review
 - <u> Circles Unit Test</u>
- Geometry B Semester Exam (Unit)
 - - <u> Semester B Exam Review</u>
 - <u>÷</u> Semester B Exam

Course: Math 1 A

Display Name: Math 1 A

⊡ Units & Lessons

- □ Numbers to 12 (Unit)
 - Ė Lessons

 - ⊕ 6 to 10
 - ± 10, 11, and 12

 - Spatial Patterns for Numbers to 10

 - <u> Unit Review</u>
 - <u> Unit Test</u>
- E- Comparing and Ordering Numbers (Unit)
 - Lessons
 - E- Comparing Two Numbers
 - Ordering Three Numbers
 - Ordering Numbers to 12 with a Number Line
 - Act It Out
 - <u> Unit Review</u>
- Understanding Addition (Unit)
 - Ė- <u>Lessons</u>
 - <u>★</u> Making 6 and 7

 - ⊕ Making 9
 - Introducing Addition Number Sentences
 - Stories About Joining
 - Adding in Any Order
 - **⊕** Use Objects
 - <u> Unit Review</u>
 - ⊕ Unit Test
- Understanding Subtraction (Unit)
 - Ė ... <u>Lessons</u>
 - Finding Missing Parts of 6 and 7
 - Finding Missing Parts of 8
 - Finding Missing Parts of 9
 - Introducting Subtraction Number Sentences
 - **Stories About Separating**
 - **Stories About Comparing**

- Connecting Addition and Subtraction
- <u> Use Objects</u>
- **<u> Unit Review</u>**
- Five and Ten Relationships (Unit)
 - Lessons
 - Representing Numbers on a Ten-Frame
 - Recognizing Numbers on a Ten-Frame
 - ⊕ Parts of 10
 - **i** Finding Missing Parts of 10

 - <u> Unit Review</u>
 - ⊕ Unit Test
- Addition Facts to 12 (Unit)
 - - Adding with 0, 1, 2
 - **±** □ Doubles
 - Near Doubles
 - Facts with 5 on a Ten-Frame

 - Draw a Picture and Write a Number Sentence
 - <u> Unit Review</u>
- Subtraction Facts to 12 (Unit)
 - Lessons
 - Subtracting with 0, 1, 2
 - Thinking Addition
 - Thinking Addition to 8 to Subtract
 - Thinking Addition to 12 to Subtract
 - <u>Draw a Picture and Write a Number Sentence</u>
 - <u>Unit Review</u>
 - **□** Unit Test
- Geometry (Unit)
 - - in Identifying Plane Shapes
 - Properties of Plane Shapes
 - <u>Making New Shapes from Shapes</u>
 - Breaking Apart Shapes to Make Shapes
 - Ways to Move Shapes
 - **±** Congruence
 - <u> Symmetry</u>
 - Make an Organized List
 - Identifying Solid Figures
 - Flat Surfaces and Corners
 - Sorting Solid Figures

- <u>Unit Review</u>
- <u> Unit Test</u>
- Patterns (Unit)
 - Lessons
 - Describing Patterns

 - **Extending Shape Patterns**
 - **±** Look for a Pattern
 - <u>Unit Review</u>
 - ... Unit Test
- Counting and Number Patterns to 100 (Unit)
 - - Haking Numbers 11 to 20
 - ± Using Numbers 11 to 20
 - E- Counting by 10s to 100
 - <u>E</u> Counting Patterns on a Hundred Chart
 - **!** Using Skip Counting
 - Odd and Even Numbers
 - Ordinals Through Twentieth
 - <u>Patterns in Tables</u>
 - <u>**i**</u> Look for a Pattern
 - <u>Unit Review</u>

Course: Math 1 B

Display Name: Math 1 B

- ∃ ... Units & Lessons
 - Tens and Ones (Unit)
 - Ė Lessons
 - E- Counting with Groups of 10 and Leftovers
 - Numbers Made with Tens
 - Tens and Ones/Expanded Form
 - Ways to Make Numbers
 - Make an Organized List
 - **!** <u>Unit Review</u>
 - <u> Unit Test</u>
 - Comparing and Ordering Numbers to 100 (Unit)
 - Ė Lessons
 - 1 More, 1 Less/Making Numbers on a Hundred Chart
 - Comparing Numbers with <, >, =
 - Ordering Numbers with a Hundred Chart
 - Number Line Estimation
 - Before, After, and Between
 - Ordering Three Numbers
 - <u> Unit Review</u>
 - <u> Unit Test</u>
 - Counting Money (Unit)
 - Ė ... <u>Lessons</u>
 - **±** Values of Penny and Nickel
 - <u>Values of Penny, Nickel, and Dime</u>

 - <u>Values of Half Dollar and Dollar</u>
 - E-Counting Sets of Coins
 - Try, Check, and Revise
 - <u> Unit Review</u>
 - **±** Unit Test
 - ☐ Measurement (Unit)
 - Ė- Lessons
 - Comparing and Ordering by Length
 - Units to Estimate and Measure Length/Use Reasoning
 - **⊕** Feet and Inches
 - <u>Centimeters</u>
 - **⋣** Understanding Perimeter
 - Comparing and Ordering by Capacity

- Cups, Pints, and Quarts
- ± ... Liters
- Comparing and Ordering by Weight/Pounds
- Grams and Kilograms
- E- Comparing and Ordering by Temperature
- <u> Unit Review</u>
- **⊞** Unit Test
- Time (Unit)
 - Lessons
 - **★** Understand Hour & Minute Hands/Time to the Hour
 - Telling and Writing Time to the Half Hour
 - Estimating and Ordering Lengths of Time
 - **⊞** Using the Calendar
 - **!** Use Data from a Table
 - <u>Unit Review</u>
- Addition Facts to 18 (Unit)
 - ... <u>Lessons</u>
 - <u> Doubles</u>

 - **±** Doubles Plus 2
 - Two-Question Problems
 - Haking 10 to Add 9
 - <u>★</u> Making 10 to Add 8
 - Adding Three Numbers

 - <u> Unit Review</u>
 - **Unit Test**
- Subtraction Facts to 18 (Unit)
 - Lessons
 - **Using Related Facts**
 - **★** Fact Families
 - Using Addition to Subtract/Subtraction Facts
 - Draw a Picture and Write a Number Sentence
 - <u>Unit Review</u>
- <u> Data and Graphs (Unit)</u>
 - Ė- <u>Lessons</u>
 - **±** Using Data from Real Graphs

 - **!** Using Data from Bar Graphs
 - Location on a Grid
 - E Collecting Data/Making Real Graphs
 - Making Picture Graphs
 - Make a Graph

- <u>Certain or Impossible</u>
- Likely or Unlikely
- <u> Unit Review</u>
- Unit Test
- Fractional Parts (Unit)
 - - **<u>Haking Equal Parts</u>**
 - <u>Describing Equal Parts of Whole Objects</u>
 - Making Parts of a Set
 - Describing Parts of Sets

 - <u>Unit Review</u>
- Adding and Subtracting with Tens and Ones (Unit)
 - - Adding Groups of 10
 - Adding Tens on a Hundred Chart/Two-Digit Numbers
 - Adding to a Two-Digit Number
 - <u>Subtracting on a Hundred Chart/Two-Digit Numbers</u>
 - <u>Subtracting from a Two-Digit Number</u>
 - Extra Information
 - <u>Unit Review</u>

Course: Math 2 A

Display Name: Math 2 A

∃ ... Units & Lessons

- Understanding Addition and Subtraction (Unit)
 - 🖮 Lessons
 - **<u>Hand Manager</u>** Writing Addition Number Sentences
 - Stories About Joining
 - Writing Subtraction Number Sentences
 - **Stories About Separating**
 - **Stories About Comparing**
 - Connecting Addition and Subtraction

 - <u> Unit Review</u>
 - **<u> Unit Test</u>**
- Addition Strategies (Unit)
 - - **⊕** Doubles
 - Near Doubles
 - Adding in Any Order
 - Adding Three Numbers
 - Haking 10 to Add 9
 - Making 10 to Add 8
 - **由** Draw a Picture and Write a Number Sentence
 - <u> Unit Review</u>
 - **±** Unit Test
- Subtraction Strategies (Unit)
 - - ⊕ Subtracting 0, 1, 2
 - Thinking Addition to Subtract Doubles
 - Thinking Addition to 10 to Subtract
 - Thinking Addition to 18 to Subtract
 - Finding the Missing Part
 - Two-Question Problems
 - <u> Unit Review</u>
 - . Unit Test
- Place Value: Numbers to 100 (Unit)
 - - Models for Tens/Models for Tens and Ones
 - Reading and Writing Numbers

- Using Models to Compare/Using Symbols to Compare
- Before, After, and Between/Order Numbers
- Number Patterns on a Hundred Chart
- Even and Odd Numbers
- **!** Use Data from a Chart
- <u> Unit Review</u>
- E Counting Money (Unit)
 - Lessons
 - <u> Dime, Nickel, and Penny</u>
 - Quarter and Half-Dollar
 - E- Counting Collections of Coins
 - Ways to Show the Same Amount
 - One Dollar
 - Hake an Organized List
 - <u> Unit Review</u>
 - <u> Unit Test</u>
- Mental Addition (Unit)
 - <u>Lessons</u>

 - Adding Ones
 - Adding Tens and Ones
 - + Adding on a Hundred Chart
 - <u>**i**</u> Look for a Pattern
 - **±** Unit Review
- Mental Subtraction (Unit)
 - Lessons
 - Subtracting Tens
 - Finding Parts of 100
 - Subtracting on a Hundred Chart
 - Adding On to Subtract
 - Missing or Extra Information
 - <u> Unit Review</u>
- Adding Two-Digit Numbers (Unit)
 - Ė- Lessons
 - E Regrouping 10 Ones for 1 Ten
 - Models to Add Two- and One-Digit Numbers
 - Adding Two- and One-Digit Numbers
 - Models to Add Two-Digit Numbers
 - + Adding Two-Digit Numbers
 - Adding Three Numbers
 - <u>Draw a Picture and Write a Number Sentence</u>
 - <u>Unit Review</u>

- <u> Unit Test</u>
- Subtracting Two-Digit Numbers (Unit)
 - Lessons
 - Regrouping 1 Ten for 10 Ones
 - Models to Subtract Two- and One-Digit Numbers
 - <u>Subtracting Two- and One-Digit Numbers</u>
 - Models to Subtract Two-Digit Numbers
 - <u>Subtracting Two-Digit Numbers</u>
 - **<u>Hand Using Addition to Check Subtraction</u>**
 - <u>Two-Question Problems</u>
 - <u> Unit Review</u>
- Using Addition and Subtraction (Unit)
 - Lessons
 - Adding Money
 - Estimating Sums
 - ₩ays to Add
 - Subtracting Money
 - **Estimating Differences**
 - **⊕** Ways to Subtract
 - Try, Check, and Revise
 - <u>Unit Review</u>

Course: Math 2 B

Display Name: Math 2 B

⊡ Units & Lessons

- Geometry (Unit)
 - Ė Lessons
 - Flat Surfaces, Vertices, and Edges
 - Relating Plane Shapes to Solid Figures
 - Making New Shapes
 - Cutting Shapes Apart
 - <u>Congruence</u>
 - <u>₩ays to Move Shapes</u>
 - <u> Symmetry</u>
 - Using Reasoning
 - **!** <u>Unit Review</u>
- Fractions (Unit)
 - <u> Lessons</u>
 - Wholes and Equal Parts/Unit Fractions
 - Non-Unit Fractions and Regions
 - Estimating Fractional Parts of a Whole
 - Fractions of a Set
 - <u> Use Objects</u>
 - **<u>Unit Review</u>**
 - **±** Unit Test
- Measurement: Length and Area (Unit)
 - Ė Lessons
 - Thinking About Attributes
 - Exploring Length/Using Nonstandard Units
 - Inches, Feet, and Yards
 - E-Centimeters and Meters
 - Exploring Perimeter
 - Exploring Area
 - <u> Use Objects</u>
 - Unit Review
- Measurement: Capacity and Weight (Unit)
 - Ė Lessons
 - Exploring Capacity
 - Measuring Capacity Using Nonstandard Units
 - Eups, Pints, and Quarts

- ... Liters
- Exploring Weight
- Ounces and Pounds
- Grams and Kilograms
- <u> Unit Review</u>
- **⊞** Unit Test
- Time and Temperature (Unit)
 - Lessons
 - Telling Time to Five Minutes
 - Telling Time Before and After the Hour
 - Estimating Time
 - <u> Using a Calendar</u>
 - Fahrenheit and Celsius
 - <u> Multiple-Step Problems</u>
 - <u> Unit Review</u>
- Graphs and Probability (Unit)
 - <u> Lessons</u>
 - Organizing Data
 - Pictographs/Bar Graphs
 - Coordinate Graphs
 - Likely and Unlikely
 - <u>Certain, Probable, and Impossible</u>
 - **±** Use a Graph
 - <u> Unit Review</u>
- Numbers and Patterns to 1,000 (Unit)
 - - Building 1,000/Counting Hundreds, Tens, and Ones
 - Reading and Writing Numbers to 1,000
 - Engline Changing Numbers by Hundreds and Tens
 - Patterns with Numbers on Hundreds Charts
 - E Comparing Numbers
 - Before, After, and Between/Ordering Numbers
 - **±** Look for a Pattern
 - <u> Unit Review</u>
 - ⊕ Unit Test
- Three-Digit Addition and Subtraction (Unit)
 - Lessons
 - Mental Math/Estimating Sums
 - Models for Adding with Three-Digit Numbers
 - + Adding Three-Digit Numbers
 - Mental Math: Ways to Find Missing Parts
 - Estimating Differences

- Models for Subtracting with Three-Digit Numbers
- <u>Subtracting Three-Digit Numbers</u>
- <u>Unit Review</u>
- Multiplication Concepts (Unit)
 - Lessons
 - Repeated Addition and Multiplication
 - Building Arrays
 - Writing Multiplication Stories
 - Vertical Form/Multiplying in Any Order
 - <u>Draw a Picture and Write a Number Sentence</u>
 - <u> Unit Review</u>
- <u>Division Concepts and Facts (Unit)</u>
 - Ė-- Lessons
 - Division as Sharing
 - <u>Division as Repeated Subtraction</u>
 - Writing Division Stories
 - Relating Multiplication and Division
 - <u>Make a Table and Look for a Pattern</u>
 - <u>Unit Review</u>

Course: Math 3 A

Display Name: Math 3 A

∃ ... Units & Lessons

- □ Numeration (Unit)
 - Ė Lessons
 - <u>Hundreds</u>
 - <u>Thousands</u>
 - Greater Numbers
 - **.** <u>Ways to Name Numbers</u>
 - Comparing Numbers
 - Ordering Numbers
 - **±** Counting Money
 - <u>★ Making Change</u>
 - Numeration Review
 - Numeration Test
- Adding Whole Numbers (Unit)
 - <u> Lessons</u>
 - **★** Addition Meaning and Properties
 - Add on a Hundred Chart/Use Mental Math to Add
 - **⊞** Rounding
 - Estimating Sums
 - Adding 2-Digit Numbers

 - Models for Adding 3-Digit Numbers
 - Adding 3-Digit Numbers
 - Adding 3 or More Numbers/Draw a Picture
 - Adding Whole Numbers Review
 - + Adding Whole Numbers Test
- Subtraction (Unit)
 - Ė- <u>Lessons</u>
 - **Subtraction Meanings**
 - Subtracting on a Hundred Chart
 - **!** Using Mental Math to Subtract
 - Estimating Differences/Reasonableness
 - Mid-unit Review
 - Models for Subtracting 2-Digit Numbers
 - **±** Subtracting 2-Digit Numbers
 - Models for Subtracting 3-Digit Numbers
 - **⊕** Subtracting 3-Digit Numbers
 - <u>Subtracting Across Zero/Writing a Number Sentence</u>

- **Subtraction Review**
- <u>+</u> Subtraction Test
- Multiplication Meanings and Facts (Unit)
 - Lessons
 - Multiplication as Repeated Addition / Arrays
 - **±** Using Multiplication to Compare
 - Harmonia Writing Multiplication Stories/Writing to Explain
 - ± 2 and 5 as Factors
 - 10 as a Factor
 - Mid-unit Review
 - 9 as a Factor
 - Hultiplying with 0 and 1
 - <u>Two-Question Problems</u>
 - Multiplication Meanings and Facts Review
 - <u>Hamilton Meanings and Facts Test</u>
- Multiplication Fact Strategies: Use Known Facts (Unit)
 - Ė- Lessons
 - <u>3</u> as a Factor / 4 as a Factor
 - ⊕ 6 and 7 as Factors
 - ± 8 as a Factor
 - 11 and 12 as Factors
 - Multiplying with 3 Factors
 - Multiple-Step Problems
 - Multiplication Fact Strategies Review
 - Multiplication Fact Strategies Test
- Division (Unit)
 - - **±** Division as Sharing
 - <u> Understanding Remainders</u>
 - <u>Division as Repeated Subtraction</u>
 - Writing Division Stories

 - Relating Multiplication and Division
 - Fact Families with 2, 3, 4, and 5
 - Fact Families with 6 and 7
 - Fact Families with 8 and 9
 - Dividing with 0 and 1
 - Division Review
 - **—** Division Test
- Patterns and Relationships (Unit)
 - Lessons
 - Repeating Patterns / Number Sequences
 - Extending Tables
 - Writing Rules for Situations

- Translating Words to Expressions
- Geometric Patterns
- Equal or Unequal
- Act It Out and Use Reasoning
- Patterns and Relationships Review
- Patterns and Relationships Test
- Solids and Shapes (Unit)
 - - Solid Figures / Relating Solids and Shapes
 - Lines and Line Segments

 - <u> Polygons</u>
 - <u>Triangles</u>
 - Quadrilaterals
 - Solids and Shapes Review
 - Solids and Shapes Test

Course: Math 3 B

Display Name: Math 3 B

∃ ... Units & Lessons

- Congruence and Symmetry (Unit)
 - Ė- Lessons
 - E- Congruent Figures and Motion
 - Line Symmetry/Draw Shapes with Lines of Symmetry
 - **⊕** Use Objects
 - Congruence and Symmetry Review
 - E Congruence and Symmetry Test
- ☐ Understanding Fractions (Unit)
 - <u> Lessons</u>
 - Dividing Regions into Equal Parts
 - Fractions and Regions
 - **⊞** Fractions and Sets
 - Benchmark Fractions
 - **±** Finding Equivalent Fractions
 - **⊞** Using Models to Compare Fractions
 - **⊞** Mid-unit Review
 - Fractions on the Number Line

 - **★** Using Models to Subtract Fractions
 - Make a Table and Look for a Pattern
 - **!** Understanding Fractions Review
 - **★** Understanding Fractions Test
- Decimals and Money (Unit)
 - Ė... <u>Lessons</u>
 - Fractions and Decimals
 - Using Money to Understand Decimals
 - Adding and Subtracting Money
 - <u>Draw a Picture and Write a Number Sentence</u>
 - Missing or Extra Information
 - **⋣** Decimals and Money Review
 - <u>+</u> Decimals and Money Test
- Customary and Metric Measurement (Unit)
 - Ė- Lessons
 - **±** Understanding Measurement
 - Fractions of an Inch
 - Using Inches, Feet, Yards, and Miles
 - **Eustomary Units of Capacity**

- **Ū** Units of Weight
- **⊞** Mid-unit Review
- Using Centimeters and Decimeters
- **±** Using Meters and Kilometers
- Metric Units of Capacity
- **★** Units of Mass
- Make a Table and Look for a Pattern
- Eustomary and Metric Measurement Review
- Customary and Metric Measurement Test
- Perimeter, Area, and Volume (Unit)
 - Lessons
 - <u>Understanding Perimeter</u>
 - Perimeter of Common Shapes
 - <u>Different Shapes with the Same Perimeter</u>
 - Try, Check, and Revise
 - <u>Understanding Area/Estimating and Measuring Area</u>
 - **±** √ Volume
 - Solve a Simpler Problem
 - Perimeter, Area, and Volume Review
 - Perimeter, Area, and Volume Test
- ime and Temperature (Unit)
 - i- Lessons
 - Time to the Half Hour and Quarter Hour
 - Time to the Minute
 - **±** Units of Time
 - **±** Elapsed Time
 - <u>Temperature</u>
 - **₩ork Backward**
 - Time and Temperature Review
 - Time and Temperature Test
- Multiplying Greater Numbers (Unit)
 - Lessons
 - <u>Use Mental Math to Multiply/Estimate Products</u>
 - Multiplication and Arrays
 - Breaking Apart to Multiply
 - **±** Using an Expanded Algorithm

 - Hamiltonian Multiplying 2- and 3-Digit by 1-Digit Numbers
 - <u>Draw a Picture and Write a Number Sentence</u>
 - Multiplying Greater Numbers Review
 - Multiplying Greater Numbers Test
- Dividing with 1-Digit Numbers (Unit)
 - <u>Lessons</u>
 - Mental Math/Estimating Quotients
 - Connecting Models and Symbols

- <u> Dividing 2-Digit Numbers</u>
- <u> Dividing with Remainders</u>
- <u>Multiple-Step Problems</u>
- Dividing with 1-Digit Numbers Review
- <u>i</u> Dividing with 1-Digit Numbers Test
- Data, Graphs, and Probability (Unit)
 - Lessons
 - Organizing Data
 - Reading Pictographs and Bar Graphs
 - Making Pictographs
 - Making Bar Graphs
 - Ordered Pairs and Line Graphs
 - How Likely?

 - Outcomes and Experiments
 - Line Plots and Probability
 - <u>Use Tables and Graphs to Draw Conclusions</u>
 - <u>Data, Graphs, and Probability Review</u>
 - <u> Data, Graphs, and Probability Test</u>

Course: Math 4 A

Display Name: Math 4 A

- ⊡ Units & Lessons
 - - Ė- Lessons
 - <u>†</u>... <u>Thousands</u>
 - **⊞**... Millions
 - E- Comparing and Ordering Whole Numbers
 - Rounding Whole Numbers
 - <u> Using Money to Understand Decimals</u>
 - E- Counting Money and Making Change
 - Numeration Review
 - Numeration Test
 - Adding and Subtracting Whole Numbers (Unit)
 - Ė -- Lessons
 - Mentally Add & Subtract/Estimate Sum & Difference
 - Missing or Extra Information
 - Adding Whole Numbers
 - Subtracting Whole Numbers
 - Subtracting Across Zeros
 - Draw a Picture and Write an Equation
 - Adding and Subtracting Whole Numbers Review
 - + Adding and Subtracting Whole Numbers Test
 - Multiplication Meanings and Facts (Unit)
 - Ė Lessons
 - Meanings of Multiplication
 - Patterns for Facts
 - <u> Multiplication Properties</u>
 - ± 3 and 4 as Factors
 - **⊞** Mid-Unit Review
 - 6, 7, and 8 as Factors
 - 10, 11, and 12 as Factors
 - <u>Draw a Picture and Write an Equation</u>
 - Multiplication Meanings and Facts Review
 - **★** Multiplication Meanings and Facts Test
 - Multiplying by 1-Digit Numbers (Unit)
 - Ė Lessons
 - Multiplying by Multiples of 10 and 100
 - Use Mental Math to Multiply/Round to Estimate
 - Reasonableness

- **±** Using an Expanded Algorithm
- **⊞** Mid-Unit Review
- Multiplying 2-Digit by 1-Digit Numbers
- Draw a Picture and Write an Equation
- Multiplying by 1-Digit Numbers Review
- Multiplying by 1-Digit Numbers Test
- Multiplying by 2-Digit Numbers (Unit)
 - Lessons
 - Hentally Multiply 2-Digit Numbers/Estimate Product
 - Arrays and an Expanded Algorithm
 - Multiplying 2-Digit Numbers by Multiples of Ten
 - Multiplying 2-Digit by 2-Digit Numbers
 - <u> Special Cases/Two-Question Problems</u>
 - Multiplying by 2-Digit Numbers Review
 - H Multiplying by 2-Digit Numbers Test
- Division Meanings and Facts (Unit)
 - - Meanings of Division
 - Relating Multiplication and Division

 - Using Multiplication Facts to Find Division Facts
 - <u>Draw a Picture and Write an Equation</u>
 - Division Meanings and Facts Review
 - Division Meanings and Facts Test
- Dividing by 1-Digit Divisors (Unit)
 - - Using Mental Math to Divide/Estimating Quotients
 - **Dividing with Remainders**
 - E- Connecting Models and Symbols
 - Dividing 2-Digit by 1-Digit Numbers
 - **±** Dividing 3-Digit by 1-Digit Numbers

 - Deciding Where to Start Dividing
 - **±** -- Factors
 - Prime and Composite Numbers
 - Multiple-Step Problems
 - **±** Dividing by 1-Digit Divisors Review
 - + Dividing by 1-Digit Divisors Test
- ines, Angles, and Shapes (Unit)
 - Lessons
 - Points, Lines, and Planes
 - Line Segments, Rays, and Angles
 - Measuring Angles
 - Polygons Polygons

- <u> Triangles</u>
- Quadrilaterals/Make and Test Generalizations
- Lines, Angles, and Shapes Review
- Lines, Angles, and Shapes Test
- Understanding Fractions (Unit)
 - - Regions and Sets
 - Fractions and Division
 - Estimating Fractional Amounts
 - **Equivalent Fractions**
 - Fractions in Simplest Form

 - <u>Improper Fractions and Mixed Numbers</u>
 - E- Comparing Fractions
 - Ordering Fractions
 - Add and Subtract Fractions with Like Denominators
 - Adding Fractions with Unlike Denominators
 - <u>Subtracting Fractions with Unlike Denominators</u>
 - Understanding Fractions Review
 - <u> Understanding Fractions Test</u>

Course: Math 4 B

Display Name: Math 4 B

□ Units & Lessons

- Understanding Decimals (Unit)
 - Ė- Lessons
 - **⊕** Decimal Place Value
 - E-Comparing and Ordering Decimals
 - Fractions and Decimals
 - Mid-Unit Review
 - Fractions and Decimals on the Number Line
 - Mixed Numbers and Decimals on the Number Line
 - <u>**•**</u> Draw a Picture
 - Understanding Decimals Review
 - **!** Understanding Decimals Test
- Operations with Decimals (Unit)
 - - E-Round Decimals/Estimate Decimal Sum and Difference
 - Modeling Addition and Subtraction of Decimals
 - Adding and Subtracting Decimals
 - Mid-Unit Review
 - Multiplying a Whole Number and a Decimal
 - Dividing a Decimal by a Whole Number
 - Try, Check, and Revise
 - Operations with Decimals Review
 - Operations with Decimals Test
- Area and Perimeter (Unit)
 - Ė ... <u>Lessons</u>
 - <u>Understanding Area</u>
 - Area of Squares and Rectangles
 - Area of Irregular Shapes
 - Area of Parallelograms
 - Area of Triangles
 - Mid-Unit Review
 - <u>Perimeter</u>
 - Same P. and Different A./Same A. and Different P.
 - Solve a Simpler Problem and Make a Table
 - ♣ Area and Perimeter Review
 - Area and Perimeter Test
- □ Solids (Unit)
 - Ė ... <u>Lessons</u>

- <u>Views of Solids: Nets</u>
- Views of Solids: Perspective
- **i** Look for a Pattern
- Solids Review
- → Solids Test

<u> Measurement, Time, and Temperature (Unit)</u>

- Lessons
 - **±** Using Customary Units of Length
 - <u>Customary Units of Capacity</u>
 - **<u>Ū</u>**... Units of Weight
 - E- Changing Customary Units
 - Using Metric Units of Length
 - Mid-Unit Review
 - Metric Units of Capacity
 - **Ū** Units of Mass
 - E Changing Metric Units
 - Units of Time/Elapsed Time
 - **±** Temperature/Work Backward
 - <u>Heasurement, Time, and Temperature Review</u>
 - Measurement, Time, and Temperature Test
- Data and Graphs (Unit)
 - - interpreting Graphs
 - Line Plots
 - Ordered Pairs
 - Line Graphs
 - Mid-Unit Review

 - Hedian, Mode, and Range
 - **Stem-and-Leaf Plots**
 - Reading Circle Graphs
 - Make a Graph

 - <u>Data and Graphs Test</u>
- Equations (Unit)
 - <u>Lessons</u>
 - **<u> Equal or Not Equal</u>**
 - Solving Addition and Subtraction Equations
 - **Solving Multiplication and Division Equations**
 - <u>Understanding Inequalities</u>
 - <u>₩ork Backward</u>

- Equations Test
- Transformations, Congruence, and Symmetry (Unit)
 - Lessons
 - <u>Translations</u>

 - <u>En Congruent Figures</u>

 - <u> Line Symmetry</u>
 - Rotational Symmetry
 - <u> Draw a Picture</u>
 - Transformations, Congruence & Symmetry Unit Review
 - Transformations, Congruence & Symmetry Unit Test
- Probability (Unit)
 - - Finding Combinations
 - Outcomes and Tree Diagrams
 - Writing Probability as a Fraction

Course: Math 5 A

Display Name: Math 5 A

□ Units & Lessons

- Numeration, Addition, and Subtraction (Unit)
 - Ė- Lessons
 - Place Value / Comparing and Ordering Decimals
 - Decimal Place Value
 - E- Comparing and Ordering Decimals
 - Look for a Pattern
 - Mental Math/Rounding Whole Numbers and Decimals
 - **⊕** Mid-unit Review
 - Estimating Sums and Differences
 - Draw a Picture and Write an Equation
 - **±** Adding Decimals
 - **⊞** Subtracting Decimals
 - Multi-Step Problems
 - Numeration, Addition, and Subtraction Review
 - Numeration, Addition, and Subtraction Test
- Multiplying Whole Numbers (Unit)
 - Ė ... <u>Lessons</u>
 - Multiplication Properties
 - Using Mental Math to Multiply/Estimating Products
 - Multiplying by 1-Digit Numbers
 - Multiplying 2-Digit by 2-Digit Numbers
 - Multiplying Greater Numbers
 - **±** Exponents
 - Multiplying Whole Numbers Review
 - Hamiltonian Multiplying Whole Numbers Test
- Dividing by 1-Digit Divisors (Unit)
 - Ė- <u>Lessons</u>
 - <u>Divide Multiples of 10 and 100/Estimate Quotients</u>
 - Reasonableness/Connecting Models and Symbols
 - Dividing by 1-Digit Divisors/Zeros in the Quotient
 - <u>Understanding Factors</u>
 - Prime and Composite Numbers
 - <u>Draw a Picture and Write an Equation</u>
 - **⊕** Dividing by 1-Digit Divisors Review
- □ Dividing by 2-Digit Divisors (Unit)
 - Ė Lessons

- **Using Patterns to Divide**
- Estimating Quotients with 2-Digit Divisors
- Multiple-Step Problems
- <u> Dividing by Multiples of 10</u>
- 1-Digit Quotients
- ± 2-Digit Quotients
- Estimating and Dividing/Missing, Extra Information
- Dividing by 2-Digit Divisors Test
- <u>Variables and Expressions (Unit)</u>
 - Ė Lessons
 - Variables and Expressions
 - Patterns and Expressions
 - More Patterns and Expressions

 - Order of Operations
 - + Act It Out and Use Reasoning
 - **!** Variables and Expressions Review
 - **★** Variables and Expressions Test
- Multiplying and Dividing Decimals (Unit)
 - - Hultiplying Decimals by 10, 100, or 1,000
 - Multiplying a Decimal by a Whole Number
 - Estimate Decimal & Whole Products/Mult. Decimals
 - Dividing Decimals by 10, 100, or 1,000

 - in Dividing a Decimal by a Whole Number
 - Estimate, Divide Decimal by Whole/Divide Decimals
 - Multiple-Step Problems
 - Multiplying and Dividing Decimals Review
 - Multiplying and Dividing Decimals Test
- Shapes (Unit)
 - - Basic Geometric Ideas
 - Measuring and Classifying Angles
 - <u> Polygons</u>
 - <u>Triangles</u>
 - Quadrilaterals
 - **★** Shapes Review
 - **i** Shapes Test
- Fractions and Decimals (Unit)
 - <u>Lessons</u>
 - Meanings of Fractions / Fractions and Division
 - Mixed Numbers and Improper Fractions

- Equivalent Fractions/Compare and Order Fractions
- E- Common Factors and Greatest Common Factor
- Fractions in Simplest Form
- <u>Tenths and Hundredths</u>
- **Thousandths**
- Fractions and Decimals on the Number Line
- Fractions and Decimals Review
- Fractions and Decimals Test
- Adding and Subtracting Fractions and Mixed Numbers (Unit)
 - Ė- Lessons
 - Add and Subtract Fractions w/ Like Denominators
 - <u>Common Multiples and Least Common Multiple</u>
 - Adding Fractions with Unlike Denominators
 - Subtracting Fractions with Unlike Denominators

 - Adding Mixed Numbers
 - **<u>Endowners</u>** Subtracting Mixed Numbers
 - Try, Check, and Revise
 - <u>Adding & Subtracting Fractions/Mixed Number Review</u>
 - Adding & Subtracting Fractions/Mixed Numbers Test

Course: Math 5 B

Display Name: Math 5 B

⊡ Units & Lessons

- Multiplying Fractions and Mixed Numbers (Unit)
 - Ė... Lessons
 - Multiplying Fractions and Whole Numbers
 - Multiplying Two Fractions
 - Multiplying Mixed Numbers
 - Relating Division to Multiplication of Fractions
 - Draw a Picture and Write an Equation
 - Multiplying Fractions and Mixed Numbers Review
 - <u>★ Multiplying Fractions and Mixed Numbers Test</u>
- Perimeter and Area (Unit)
 - Lessons
 - **±** Using Customary Units of Length
 - **±** Using Metric Units of Length

 - **★** Area of Squares and Rectangles
 - **⊞** Mid-Unit Review
 - Area of Parallelograms
 - ⊕ Area of Triangles
 - <u>Circles and Circumference</u>
 - Draw a Picture and Make an Organized List
 - Perimeter and Area Review
 - Perimeter and Area Test
- □ Solids (Unit)
 - Ė ... <u>Lessons</u>
 - **⊕** Solids
 - Relating Shapes and Solids
 - **⊞** Surface Area
 - <u> Views of Solids</u>

 - **⊕**... Volume
 - Irregular Shapes and Solids
 - Use Objects and Solve a Simpler Problem
 - Solids Review
 - **.** Solids Test
- Measurement Units, Time, and Temperature (Unit)
 - Ė Lessons
 - <u> Customary Units of Capacity</u>

- Metric Units of Capacity
- **i** Units of Weight and Mass
- E- Converting Customary Units
- E- Converting Metric Units
- Elapsed Time / Elapsed Time in Other Units
- **±** Temperature Change
- <u>Heasurement Units, Time, and Temperture Review</u>
- <u>Heasurement Units, Time, and Temperature Test</u>
- Solving and Writing Equations and Inequalities (Unit)
 - - Solving Addition and Subtraction Equations
 - Solving Multiplication and Division Equations
 - Inequalities and the Number Line
 - **₱** Patterns and Equations
 - Draw a Picture and Write an Equation
 - **Equations and Inequalities Review**
 - Equations and Inequalities Test
- Ratio and Percent (Unit)
 - ... Lessons
 - <u>Understanding Ratios</u>
 - <u>Understanding Percent</u>
 - Percents, Fractions, and Decimals
 - Finding Percent of a Whole Number
 - Ratio and Percent Review
 - Ratio and Percent Test
- Equations and Graphs (Unit)
 - - <u>Understanding Integers</u>
 - Ordered Pairs
 - Distances on Number Lines and the Coordinate Plane
 - Graphing Equations
 - <u>₩ork Backward</u>
 - Equations and Graphs Review
 - Equations and Graphs Test
- Graphs and Data (Unit)
 - Lessons
 - **<u> Data from Surveys</u>**
 - Bar Graphs and Picture Graphs
 - Line Graphs
 - Stem-and-Leaf Plots
 - Histograms

 - <u>Circle Graphs</u>

- ... <u>Mean</u>
- Hedian, Mode, and Range
- Graphs and Data Review
- Graphs and Data Test
- <u>Transformations, Congruence, and Symmetry (Unit)</u>
 - Lessons
 - <u>Translations</u>
 - Reflections
 - **⊞** Rotations
 - <u>En Congruence</u>
 - <u> Symmetry</u>
 - Transformations, Congruence, and Symmetry Review
 - Transformations, Congruence, and Symmetry Test
- Probability (Unit)
 - Ė- Lessons
 - Outcomes
 - Writing Probability as a Fraction
 - **Experiments and Predictions**

 - Probability Review
 - Probability Test

Course: Math 6 A

Display Name: Math 6 A

⊡ Units & Lessons

- Whole Numbers and Decimals (Unit)
 - Ė- Lessons

 - <u>Whole Number Estimation</u>
 - E-Computing with Whole Numbers
 - Properties of Addition and Multiplication
 - Order of Operations in Numerical Expressions
 - Whole Numbers and Operations Mid-Unit Review
 - Identifying the Value of Decimals
 - Comparing and Ordering Decimals
 - **⊕** Decimal Addition and Subtraction
 - **⊞** Decimal Multiplication
 - Multiplying and Dividing Decimals by Powers of Ten
 - **<u> Decimal Division</u>**
 - Problem Solving: The Four-Step Plan
 - Whole Numbers and Decimals Review
 - Whole Numbers and Decimals Unit Test
- Data and Graphs (Unit)
 - Ė- Lessons
 - Mean and Outliers
 - Median and Mode
 - Tables and Plots
 - **⊞** Bar Graphs and Line Graphs
 - Histograms
 - Shape and Variability of Data
 - **<u>‡</u>** Stem-and-Leaf Plots
 - Misleading Graphs and Statistics
 - Statistical Questions
 - Data and Graphs Review
 - **★** Data and Graphs Test
- Patterns and Variables (Unit)
 - Ė- Lessons
 - Patterns, Rules, and Numerical Expressions
 - What is an Exponent?
 - **Scientific Notation**
 - **⊕** Algebraic Expressions
 - From Words to Algebraic Expressions

- <u>What are Equations?</u>
- Equations with Addition
- Equations with Subtraction
- **Equations with Multiplication and Division**
- Distributive Property
- Problem Solving: Writing Equations to Solve Proble
- Patterns and Variables Review
- Patterns and Variables Test
- Number Theory and Fractions (Unit)
 - Lessons
 - **Divisibility and Mental Math**
 - Prime Time
 - Greatest Common Factor
 - Writing Expressions that are Equivalent
 - **Equivalent Fractions**
 - Fractions greater than 1

 - E- Comparing and Ordering Fractions
 - Fractions and Decimals
 - Number Theory and Fractions Review
 - Number Theory and Fractions Test
- Adding and Subtracting Fractions (Unit)
 - Lessons
 - En Rounding and Estimating Fractions and Mixed Number
 - Adding and Subtracting Fractions with Like Denomin
 - Addition of Fractions with Unlike Denominators
 - <u>Subtraction of Fractions with Unlike Denominators</u>
 - Adding and Subtracting Fractions Mid-Unit Review
 - **±** Addition with Mixed Numbers
 - <u>Subtraction with Mixed Numbers</u>
 - Solving Equations with Fractions
 - **±** Elapsed Time
 - Adding and Subtracting Fractions Review
 - + Adding and Subtracting Fractions Test
- Multiplying and Dividing Fractions (Unit)
 - <u>Lessons</u>
 - <u>Multiplying a Whole Number and a Fraction</u>
 - Multiplying Two or More Fractions
 - <u>Hultiplication with Mixed Numbers</u>
 - Multiplication of Fractions Review
 - <u> Division with Fractions</u>
 - **⊕** Division with Mixed Numbers
 - **Solving Equations with Fractions Through Multiplic**
 - What Is the Customary System?
 - Changing Units in the Customary System

- Multiplying and Dividing Fractions Review
- Multiplying and Dividing Fractions Test

Course: Math 6 B

Display Name: Math 6 B

□ Units & Lessons

- Ratios, Proportions, and Percents (Unit)
 - Ė- Lessons
 - Ratios and Equivalent Ratios
 - **±** Understanding and Using Unit Rates
 - Proportions
 - Scale Drawings
 - <u>Putting it All Together: Ratios, Rates, Proportions</u>
 - Writing Percents, Fractions, and Decimals
 - What Is the Percent of that Number?
 - <u>Circle Graphs</u>
 - **!** Using Percents in Everyday Life
 - Ratios, Proportions, and Percents Review
 - Ratios, Proportions, and Percents Unit Test
- □ Tools of Geometry (Unit)
 - Ė... <u>Lessons</u>
 - Points, Segments, Rays, Lines, and Planes
 - Types of Angles
 - **⊕** Special Angles
 - **⊞** Types of Triangles
 - Points, Lines, Angles, and Triangles Review
 - Elassifying Quadrilaterals and Other Polygons
 - Figures that are Congruent or Similar
 - **±** Line Symmetry
 - Translations, Reflections, and Rotations
 - Tools of Geometry Review
 - Tools of Geometry Unit Test
- Geometry and Measurement (Unit)
 - Ė ... <u>Lessons</u>
 - **⊕** Metric Units
 - **★** Conversions in the Metric System
 - Perimeters and Areas of Rectangles and Squares
 - Areas of Parallelograms, Trapezoids, and Triangles
 - Finding the Area Using Composites
 - **⊞** Mid-Unit Review
 - <u> Circumference of a Circle</u>
 - ♣ Area of a Circle
 - Three-Dimensional Figures

- Prisms and Surface Area
- **±** Rectangular Prisms and Volume
- Geometry and Measurement Review
- Geometry and Measurement Unit Test
- Integers (Unit)
 - Lessons
 - What is an Integer?
 - E- Comparing and Ordering Integers
 - Addition of Integers
 - Subtraction of Integers
 - Multiplication of Integers
 - Division of Integers
 - **±** Solving Equations with Integers
 - Applications of Integers
 - <u>Integers Review</u>
 - **Integers Unit Test**
- Graphing, Equations, and Inequalities (Unit)
 - - Understanding The Coordinate Plane
 - <u>Using Rational Numbers on the Coordinate Plane</u>
 - Finding Distances on the Coordinate Plane
 - **⊕** What are Functions?
 - Independent and Dependent Variables
 - Graphing and Functions Review
 - Solving Equations with Two Steps
 - Writing and Graphing Inequalities
 - **±** Solving One-Step Inequalities
 - Graphing, Equations, and Inequalities Review
 - Graphing, Equations, and Inequalities Test
- Exploring Probability (Unit)
 - Ė- <u>Lessons</u>
 - **±** Counting Outcomes
 - **!** What Is Probability?
 - <u>Theoretical and Experimental Probability</u>
 - **!** Using Data to Make Predictions
 - Probability of Independent Events
 - Exploring Probability Review
 - Exploring Probability Test

Course: Math 7 A

Display Name: Math 7 A

□ Units & Lessons

Decimals and Integers (Unit)

Ė - Lessons

- Adding and Subtracting Decimals
- Multiplying Decimals
- **⊡** Dividing Decimals
- Comparing and Ordering Integers
- **±** Adding Integers
- Subtracting Integers
- Multiplying and Dividing Integers
- Hean, Median, Mode, and Range
- Portfolio Assessment
- **⊞** Box-and-Whisker Plots
- Decimals and Integers Unit Review
- <u>+</u> Decimals and Integers Unit Test

Exponents, Factors, and Fractions (Unit)

Ė- Lessons

- Exponents and Order of Operations
- Divisibility Tests
- Prime Factorization
- Simplifying Fractions
- Comparing and Ordering Fractions
- Mixed Numbers and Improper Fractions
- Mid Unit Review
- Fractions and Decimals
- Rational Numbers
- **Scientific Notation**
- Exponents, Factors, and Fractions Review
- Exponents, Factors, and Fractions Unit Test

Operations with Fractions and Rational Numbers (Unit)

Ė Lessons

- Estimating With Fractions and Mixed Numbers
- Adding and Subtracting Fractions
- 4 Adding and Subtracting Rational Numbers
- **★** Adding and Subtracting Mixed Numbers
- Multiplying Fractions and Mixed Numbers
- Multiplication of Rational Numbers
- Dividing Fractions and Mixed Numbers

- <u> Division of Rational Numbers</u>
- En Changing Units in the Customary System
- Changing Units in the Metric System
- Operations with Fractions Review
- Operations with Fractions Unit Test
- Equations and Inequalities (Unit)
 - Lessons
 - Evaluating and Writing Algebraic Expressions
 - **Simplifying Expressions**
 - **★** Using Number Sense to Solve Equations
 - Solving One-Step Equations by Adding/Subtracting
 - Solving One-Step Equations by Multiplying/Dividing
 - Exploring Two-Step Problems
 - **±** Solving Two-Step Equations
 - \bullet Solving Equations of the Form p(x + q) = r
 - Graphing and Writing Inequalities
 - Solving Inequalities by Adding and Subtracting
 - Solving Inequalities by Multiplying or Dividing
 - **Solving Two-Step Inequalities**
 - **Equations and Inequalities Review**
 - Equations and Inequalities Unit Test
- Ratios, Rates, and Proportions (Unit)
 - Ė... <u>Lessons</u>
 - ... Ratios
 - **±** Unit Rates and Proportional Reasoning
 - <u>Unit Rates and Ratios of Fractions</u>
 - **!** Using Conversion Factors
 - **₱**-- Proportions
 - **<u> Solving Proportions</u>**
 - Mid-Unit Review
 - Similar Figures
 - Maps and Scale Drawings
 - <u> Unit Review</u>
 - Ratios, Rates, and Proportions Unit Test
- Percents (Unit)
 - <u>Lessons</u>
 - Understanding Percents
 - Percents, Fractions, and Decimals
 - Percents Greater than 100% or Less than 1%
 - Finding a Percent of a Number
 - Mid Unit Review
 - Solving Percent Problems Using Proportions
 - Solving Percent Problems Using Equations
 - Applications of Percent
 - Finding Percent of Change

- Percents Review
- Percents Unit Test

Course: Math 7 B

Display Name: Math 7 B

⊡ Units & Lessons

- Ġ-- Geometry (Unit)
 - Ė- Lessons
 - Lines and Planes
 - identifying and Classifying Angles: 1
 - Identifying and Classifying Angles: 2
 - Classifying Triangles
 - Drawing Triangles
 - Classifying Polygons
 - Classifying Quadrilaterals
 - **E**—Congruent Figures
 - Circles
 - Circle Graphs
 - **E** Constructions
 - Geometry Unit Review
 - **±** Geometry Unit Test
- Measurement (Unit)
 - -- Lessons
 - Area and Perimeter of Parallelograms
 - Area and Perimeter of Triangles
 - Area of Trapezoids and Other Figures
 - <u> Circumference and Area of a Circle</u>
 - Square Roots and Irrational Numbers
 - The Pythagorean Theorem Part 1
 - The Pythagorean Theorem Part 2

 - Three-Dimensional Figures
 - Three Views of an Object

 - <u>□ Drawing Nets</u>
 - Surface Area of Prisms and Cylinders
 - <u>Volume of Prisms and Cylinders</u>
 - Portfolio Assessment
 - <u> Measurement Review</u>
 - H Measurement Unit Test
- Patterns and Rules (Unit)
 - Lessons
 - Number Sequences

- Patterns and Tables
- **±** Function Rules
- **!** Using Tables, Rules, and Graphs
- interpreting Graphs
- Simple Interest
- E- Compound Interest
- Transforming Formulas
- Patterns and Rules Review
- Patterns and Rules Unit Test
- Graphing in the Coordinate Plane (Unit)
 - i- Lessons
 - Graphing Points in Four Quadrants
 - Graphing Linear Equations
 - Finding the Slope of a Line
 - Graphs and Proportional Relationships
 - E- Constant of Proportionality
 - Portfolio Assessment
 - <u>Translations</u>
 - ine Symmetry and Reflections
 - **Exploring Tessellations**
 - Rotational Symmetry and Rotations
 - Graphing in the Coordinate Plane Review
 - Graphing in the Coordinate Plane Unit Test
- Displaying and Analyzing Data (Unit)
 - Lessons
 - Reporting Frequency
 - Stem-and-Leaf Plots
 - E- Choosing the Best Data Display
 - Data Variability
 - Random Samples and Surveys
 - Estimating Population Size
 - **★** Using Data to Persuade
 - Exploring Scatter Plots Part 1
 - in Displaying and Analyzing Data Unit Review
 - Displaying and Analyzing Data Unit Test
- Using Probability (Unit)
 - Ė... <u>Lessons</u>

 - **Experimental Probability**
 - **<u> Sample Spaces</u>**
 - E- Compound Events
 - **Example 2** Simulating Compound Events
 - <u>Permutations</u>

 - <u>Unit Review</u>

Using Probability Unit Test

Course: Math K A

Display Name: Math K A

∃ ... Units & Lessons

- Comparing and Classifying (Unit)
 - Ė Lessons
 - Comparing and Classifying
 - Larger and Smaller
 - **Thicker and Thinner**
 - Earther and Nearer
 - Inside and Outside
 - Over, Under, and On
 - Top, Middle, and Bottom
 - Left and Right
 - Problem Solving: Differences Cumulative Review
 - Classify by Color
 - Classify by Shape
 - <u> Classify by Size</u>
 - Problem Solving: Sorting
 - **⊞** Unit Review
- Shapes and Patterns (Unit)
 - Ė- Lessons

 - **Ġ** Square and Triangle
 - Rectangle and Oval
 - Trapezoid and Polygon
 - Flip, Turn, and Slide
 - Cumulative Review
 - <u> Same Shape</u>
 - **⊕** Sphere and Cube
 - <u>Cylinder and Cone</u>
 - Problem Solving: Shapes 1 and Cumulative Review
 - Linear Patterns 1

 - Linear Patterns 3
 - Linear Patterns 4
 - Problem Solving: Shapes 2
 - **<u>Unit Review</u>**
 - **⊞** Unit Test
- Getting Ready to Count (Unit)

Ė- Lessons • One-to-One Correspondence **<u> • Same Number</u>** More of the Same Number Problem-Solving: Making a graph/Cumulative Review • More and More Than Problem Solving: Logical Thinking and One More ... Most Less and Less Than • One Less ... <u>Least</u> Problem Solving: Identifying needed information **⊞** Unit Review <u> Unit Test</u> Numbers 0-5 (Unit) - Lessons ±- Zero <u>+</u>... <u>Two</u> <u> • Numbers 0−2</u> ± ... Three <u> • Numbers 0−3</u> Problems Solving: Logical Thinking and Cum. Review Three and Four • Numbers 1-4 Four and Five Numbers 2-5 <u> • Numbers 0-5 and Counting Backward</u> Problem Solving: Act it out <u> Unit Review</u> ■ Numbers 6–10 (Unit) <u> • Numbers 0−6</u> **<u> • Six and Seven</u>** <u>**•**</u> Numbers 0−7 **Review** Problem Solving: Sequencing and Cumulative Review <u> • Numbers 0−9</u> • Nine and Ten <u> • Numbers 0−10</u> • Number Line and Counting Backward Problem Solving: Ordering

- <u>Unit Review</u>
- Unit Test
- Measurement and Fractions, Part 1 (Unit)
 - Lessons
 - Longer and Shorter
 - Compare Length

 - Estimating Measurements
 - <u>Taller and Shorter</u>
 - Compare Height
 - <u> Height</u>
 - Heavier and Lighter
 - Holds More and Holds Less
 - More Holds More and Holds Less
 - <u>Unit Review</u>
 - Unit Test

Course: Math K B

Display Name: Math K B

∃ ... Units & Lessons

- Measurement and Fractions, Part 2 (Unit)
 - Ė- Lessons
 - Problem Solving: Ordering and Cumulative Review
 - **±** Equal Parts
 - One half
 - One fourth
 - <u>Temperature</u>
 - **₱** Problem Solving: Temperature
 - <u> Unit Review</u>
 - <u> Unit Test</u>
- Getting Ready to Add (Unit)
 - Lessons
 - Addition Stories 1
 - <u> Addition Stories 2</u>
 - **±** Addition Stories − 3
 - Addition Stories 4
 - Problem-Solving: Equal Parts/Cumulative Review
 - Beginning Addition
 - ±-- Adding
 - **Addition Sentences**
 - **Ū** Using Models
 - <u> Unit Review</u>
 - **.** Unit Test
- Getting Ready to Subtract (Unit)
 - ⊟ <u>Lessons</u>

 - **⊕** Subtraction Stories 2
 - <u>Subtraction Stories 3</u>
 - Problem-Solving: Collecting data/Cumulative Review
 - Getting Ready to Subtract
 - <u>Subtracting</u>
 - <u>Subtraction Sentences</u>
 - Problem Solving: Number stories
 - **⊞** Unit Review
 - <u> Unit Test</u>
- Greater Numbers (Unit)
 - Ė Lessons

- Eleven and Twelve
- <u>Thirteen and Fourteen</u>
- <u>**÷**</u>... <u>Fifteen</u>
- Sixteen
- <u>Seventeen and Eighteen</u>
- **⊞** Read a Graph
- Problem Solving: Order and Cumulative Review
- Nineteen and Twenty
- Practice Nineteen and Twenty
- **<u> Estimation</u>**
- **Twenty Through Twenty-Five**
- Twenty-Six Through Thirty-One
- More Estimation
- Counting Backward
- Problem Solving: Extra Facts
- **±** Unit Review
- ☐ Time and Money (Unit)
 - Ė- Lessons
 - Sequencing Events
 - E Calendar: Days of the Week
 - Endar: Months of the Year
 - Yesterday, Today, and Tomorrow
 - More Time and Less Time
 - ... More or Less?
 - Time: Hours
 - Early or Late?

 - <u> Cumulative Review</u>
 - Problem Solving: How many more?
 - <u>**+**</u> ... <u>Penny</u>

 - Penny and Nickel
 - <u> Dime</u>
 - Penny, Nickel, and Dime
 - <u> Review</u>
 - Quarter
 - <u> Using Money</u>
 - More Using Money
 - Problem Solving: Using Money
 - Money Review
 - <u> Unit Review</u>
 - <u> Unit Test</u>

- Getting Ready for Next Year (Unit)
 - Lessons
 - <u>Color Combinations</u>
 - Ordinal Numbers
 - <u> Cumulative Review</u>
 - <u>Estimation</u>
 - Probability
 - Predicting Outcomes
 - Skip Counting by 2s
 - Skip Counting by 5s
 - Skip Counting by 10s
 - <u>Vertical Addition</u>
 - <u>Vertical Subtraction</u>
 - Problem Solving: Draw a Picture

Course: Precalculus A

Display Name: Precalculus A

□ Units & Lessons

- Linear Relations and Functions (Unit)
 - Ė- Lessons
 - Relations and Functions
 - **E**—Composition of Functions
 - **⊞** Graphing Linear Equations
 - Writing Linear Equations
 - Writing Equations of Parallel/Perpendicular Lines
 - Modeling Real-World Data with Linear Functions
 - Piecewise Functions
 - Graphing Linear Inequalities
 - <u> Unit 1 Review</u>
 - <u> Unit 1 Test</u>
- Systems of Linear Equations and Inequalities (Unit)
 - Ė Lessons
 - **★** Solving Systems of Equations in Two Variables
 - Solving Systems of Equations in Three Variables
 - Modeling Real-World Data with Matrices
 - Modeling Motion with Matrices
 - Determinants & Multiplicative Inverses of Matrices
 - Solving Systems of Linear Inequalities
 - Linear Programming
 - <u> Unit 2 Review</u>
 - ± Unit 2 Test
- The Nature of Graphs (Unit)
 - - **Symmetry and Coordinate Graphs**
 - **⊞** Families of Graphs
 - Graphs of Nonlinear Inequalities
 - Inverse Functions and Relations
 - E- Continuity and End Behavior
 - End Critical Points and Extrema
 - Graphs of Rational Functions
 - Direct, Inverse, and Joint Variation
 - **⊕** Unit 3 Review
 - <u> Unit 3 Test</u>
- Polynomial and Rational Functions (Unit)
 - <u> ⊢ Lessons</u>

- Polynomial Functions
- Quadratic Equations
- The Remainder and Factor Theorems
- The Rational Root Theorem
- Locating Zeros of a Polynomial Function
- Rational Equations and Partial Fractions
- Radical Equations and Inequalities
- Modeling Real-World Data with Polynomial Functions
- **±** Unit 4 Review
- ... Unit 4 Test
- The Trigonometric Functions (Unit)
 - Lessons
 - + Angles and Degree Measure
 - Trigonometric Ratios in Right Triangles
 - Trigonometric Functions on the Unit Circle
 - **★** Applying Trigonometric Functions
 - Solving Right Triangles
 - The Law of Sines
 - The Ambiguous Case for the Law of Sines
 - The Law of Cosines
 - **⊞** Unit 5 Review
 - <u> Unit 5 Test</u>
- Graphs of Trigonometric Functions (Unit)
 - Lessons
 - + Angles and Radian Measure
 - Linear and Angular Velocity
 - Graphing Sine and Cosine Functions
 - <u>Amplitude and Period of Sine and Cosine Functions</u>
 - Translations of Sine and Cosine Functions
 - Modeling Real-World Data with Sinusoidal Functions
 - Graphing Other Trigonometric Functions
 - Trigonometric Inverses and Their Graphs
 - Unit 6 Review
 - ☐ Unit 6 Test
- Trigonometric Identities and Equations (Unit)
 - <u>Lessons</u>
 - Basic Trigonometric Identities
 - Verifying Trigonometric Identities
 - <u> Sum and Difference Identities</u>
 - <u> Double-Angle and Half-Angle Identities</u>
 - **Example 2** Solving Trigonometric Equations
 - Normal Form of a Linear Equation

 - <u> Unit 7 Review</u>

- Precalculus A Final (Unit)
 -<u>Lessons</u>
 - Precalculus A Final Review
 - Precalculus A Final

Course: Precalculus B

Display Name: Precalculus B

⊡ Units & Lessons

- Vectors and Parametric Equations (Unit)
 - Ė- Lessons
 - **⊕** Geometric Vectors
 - Algebraic Vectors
 - <u> Vectors in Three-Dimensional Space</u>
 - Perpendicular Vectors
 - Applications with Vectors
 - Vectors and Parametric Equations
 - Modeling Motion Using Parametric Equations
 - Transformation Matrices in Three-Dimensional Space
 - **⊕** Unit 8 Review
 - <u> Unit 8 Test</u>
- Polar Coordinates and Complex Numbers (Unit)
 - <u> Lessons</u>
 - **⊕** Polar Coordinates
 - Graphs of Polar Equations
 - Polar and Rectangular Coordinates
 - Polar Form of a Linear Equation
 - Simplifying Complex Numbers
 - E-Complex Plane and Polar Form of Complex Numbers
 - Products/Quotients of Complex Numbers
 - Powers and Roots of Complex Numbers
 - **⊞** Unit 9 Review
 - <u> Unit 9 Test</u>
- Conics (Unit)
 - Lessons
 - Introduction to Analytic Geometry
 - <u>Circles</u>

 - <u> Hyperbolas</u>
 - <u>₱</u> Parabolas
 - Rectangular and Parametric Forms of Conic Sections
 - Transformations of Conics
 - **⋣** Systems of Second-Degree Equations/Inequalities
 - <u> Unit 10 Review</u>
 - **⊞** Unit 10 Test
- Exponential and Logarithmic Functions (Unit)

Ė- Lessons **⊞** Real Exponents **Exponential Functions** The Number e **Logarithmic Functions** E- Common Logarithms • Natural Logarithms • Modeling Real-World Data with Functions <u> Unit 11 Review</u> ⊕ Unit 11 Test Sequences and Series (Unit) Ė Lessons + Arithmetic Sequences and Series • Geometric Sequences and Series Infinite Sequences and Series E- Convergent and Divergent Series **<u>In Sigma Notation and the nth Term</u>** The Binomial Theorem **±** Special Sequences and Series Mathematical Induction <u> Unit 12 Review</u> <u> Unit 12 Test</u> E Combinatorics and Probability (Unit) - Lessons Permutations and Combinations Permutations: Repetitions & Circular Permutations Probability and Odds Probabilities of Compound Events E Conditional Probability The Binomial Theorem and Probability **⊞** Unit 13 Review <u> Unit 13 Test</u> Statistics and Data Analysis (Unit) - Lessons The Frequency Distribution <u>Ham Measures of Central Tendency</u> Measures of Variability The Normal Distribution **<u> • Sample Sets of Data</u> <u> Unit 14 Review</u>** <u> Unit 14 Test</u> Precalculus B Final (Unit) Lessons

Precalculus B Final Review

Precalculus B Final Exam

Course: Statistics A

Display Name: Statistics A

⊡ Units & Lessons

- Univariate Data and Graphical Displays: Part 1 (Unit)
 - Ė- Lessons
 - <u>₩elcome</u>
 - **!** Introduction to Univariate Data
 - Graphical Displays of Categorical Data
 - Graphical Displays of Quantitative Data 1
 - **⊕** Graphical Displays of Quantitative Data 2
 - Graphical Displays of Quantitative Data 3
 - <u> Unit Review</u>
- Univariate Data and Graphical Displays: Part 2 (Unit)
 - - Measuring the Center
 - Measuring the Spread
 - **★** The Five-number Summary and Boxplots
 - Review of Describing Distributions
 - Density Curves
 - The Normal Distribution
 - **⊞** Standardized Scores
 - Normal Distribution Calculations
 - Assessing Normality
 - <u> Unit Review</u>
- Introduction to Bivariate and Categorical Data (Unit)
 - <u> ⊢ Lessons</u>
 - Introduction to Bivariate Data
 - Creating Scatterplots
 - **!** Interpreting Scatterplots
 - <u>Correlation</u>
 - The Least Squares Regression Line (LSRL)
 - Residuals and Residual Plots
 - Correlation and Regression Details
 - **<u>Unit Review</u>**
 - **±** Unit Test
- Exploring Bivariate and Non-linear Data (Unit)
 - Ė Lessons
 - Non-linear data

- **Exponential Models**
- Power Models
- Bivariate, Categorical Data
- Simpson's Paradox and Other Cautions
- <u>Unit Review</u>
- Conducting Studies Samples and Surveys (Unit)
 - - Introduction to Studies, Experiments, and Simulati
 - Designing Samples and Surveys
 - The SRS
 - Bad Sampling
 - Good Sampling
 - E- Cautions about Sampling
 - <u>Unit Review</u>
 - <u> Unit Test</u>
- Semester Review and Exam (Unit)
 - - Semster Review
 - <u>**i**</u> <u>Semester Exam</u>

Course: Statistics B

Display Name: Statistics B

□ Units & Lessons

- Conducting Experiments (Unit)
 - Ė- Lessons
 - **±** ... Experimental Design
 - <u>Different Experimental Designs</u>
 - <u> Cautions about Experiments</u>
 - **<u> Simulations</u>**
 - Generalizability
 - <u> Unit Review</u>
- Probability (Unit)
 - Lessons
 - Introduction and Definition of Probability
 - **±** Sample Spaces and Counting
 - E- Complements, Disjoint Events, and the Addition Rul
 - Independence and the Multiplication Rule
 - Unions, Venn Diagrams, and more Probability
 - E- Conditional Probability
 - Tree Diagrams and More Practice
 - **⊞** Unit Review
- Random Variables (Unit)
 - Ė Lessons
 - **⋣** Discrete Random Variables
 - E- Continuous Random Variables
 - Mean and Variance of a Random Variable
 - The Law of Large Numbers and Rules for Means
 - <u>Unit Review</u>
 - <u> Unit Test</u>
- Binomial and Geometric Distributions (Unit)
 - Ė Lessons
 - Introduction to Binomial Settings
 - Finding Binomial Probabilities
 - The Binomial Formula, Mean, and Standard Deviation
 - Practice with Binomial Distributions
 - Geometric Settings
 - <u>Calculating Geometric Probabilities</u>
 - More Binomial and Geometric Distributions

- <u>Unit Review</u>
- <u> Unit Test</u>
- Sampling Distributions (Unit)
 - ≟---<u>Lessons</u>
 - Introduction to Sampling Distributions
 - **Sample Proportions**

 - The Central Limit Theorem
 - Review Random Variables and Sampling Distributions
 - <u> Unit Test</u>
- Semester Review and Exam (Unit)
 - - Semester Review
 - Semester Exam

Course: FLVS AP Computer Science A

Display Name: AP Computer Science A

<u> </u>	<u>Un</u>	its	&	Lessons	5
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- Getting Started (Unit)
 - Lessons
 - Orientation
 - E- Course Folder Management
 - installing Java
 - Installing the BlueJ IDE
 - BlueJ Tutorial
 - Hello World
 - **Stylish Java/Sucessful Habits**
 - Check Point Alpha
- Arithmetic Expressions and Variables (Unit)
 - <u>Lessons</u>
 - **!** Introduction
 - Order of Operations
 - Printing Arithmetic Expression
 - Primitive Data Types: ints
 - Primitive Data Types: doubles
 - **Arithmetic Expressions**
 - Primitive Data Type Conversions
 - Pitfalls, Surprises, and Shortcuts
 - <u>Challenge Program</u>
 - <u>Checkpoint Beta</u>
- Getting Started with Strings (Unit)
 - <u>Lessons</u>
 - Getting Started with Strings
 - Pseudocode, Recipe for Success
 - Primitive Data Types: char
 - String Objects
 - **Escape Sequences**
 - The Java API
 - String Class Methods: The Basics
 - The Scanner Class
 - Parsing
 - Challenge Program
 - Exam
 - <u>Checkpoint</u>
- Decisions, Decisions, Unit)
 - Lessons
 - Getting Started with if Statements
 - Number Systems

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Appendix A - 416

6/7/2012 5:07 PM

- Primitive Data Types: booleans
- **E** Condition Statements: if
- **E** Condition Statements: if-else
- <u> Condition Statements: if-else-if</u>
- Comparing Strings
- Logical Operators
- <u>Checkpoint</u>
- Iterative Control Structures (Unit)
 - **Lessons**
 - Getting Started with loops
 - while Loops (part 1)
 - while Loops (part 2)
 - Reading Text Files
 - for Loops
 - Nested Loops
 - Writing Text Files
 - E Challenge Program
 - <u>Checkpoint</u>
 - <u>i</u> <u>Discussions</u>
- Arrays (Unit)
 - <u>Lessons</u>
 - Getting Started with Arrays
 - One Dimensional Arrays
 - Formatting Output
 - for-each Loops
 - <u>Challenge Program</u>
 - Exam Checkpoint/Challenge Exam
- Methods (Unit)
 - <u>Lessons</u>
 - Getting Started with Methods
 - The Math Class
 - Defining New Static Methods: Part 1
 - Defining New Static Methods: Part 2
 - Defining New Static Methods: Part 3
 - **E** Challenge Program
 - <u>Checkpoint</u>
- Object Oriented Programming (Unit)
 - <u>Lessons</u>
 - Getting Started with Objects
 - Real World Objects
 - Instances of a Class
 - Default Constructors
 - Discussion Topic
 - <u>Constructors that take Parameters</u>
 - Overloading Methods and Two Classes
 - Constructing Multiple Objects
 - Arrays of Objects
 - Java Docs

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- Array Lists I
- Array Lists II
- Challenge Program
- <u>Checkpoint</u>
- <u>Exam</u>
- Analog vs. Digital (Unit)
 - Lessons
 - <u>What is a Computer?</u>
 - Computer Anatomy 101
 - E- Computer History: Back in the Day
 - Four Generations of Modern Computers
 - <u>Enallenge Program</u>
 - <u>• Checkpoint</u>
- Semester Exam (Unit)
 - Lessons Lessons
 - <u>Semester Exam</u>

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3 of 3

Course: FLVS AP Computer Science B

Display Name: AP Computer Science B

- Units & Lessons
 - Computing in Context (Unit)
 - Lessons
 - **Technology and Society**
 - Privacy Issues
 - **Security Issues**
 - Legal Issues
 - Future Issues
 - GridWorld Case Study
 - Check Point
 - Recursion (Unit)
 - Lessons
 - Getting Started with Recursion
 - Divide et Impera
 - Real World Recursion
 - The Recursive Leap of Faith
 - There and Back Again
 - Are We There Yet?
 - **E** Challenge Program
 - Mystery Message
 - Create Your Own Challenge Exam
 - GridWorld Case Study
 - <u>Eneckpoint</u>
 - Inheritance and Polymorphism (Unit)
 - <u>Lessons</u>
 - Introduction to Inheritance and Polymorphism
 - **Extending Classes**
 - <u>Class Hierachies</u>
 - <u>Polymorphism</u>
 - Overriding Methods
 - Challenge Program
 - GridWorld Case Study
 - <u>Checklist</u>
 - Revisiting Classes (Unit)
 - Lessons
 - Getting Back to Basics
 - Design Strategy: Iteratiive and Incremental
 - <u> Static Means Never Having to Instantiate an Object</u>
 - Class Variables and Constants
 - Revisiting Randomness
 - this or That Variable

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Thinking Outside the Box • Challenge Program Checkpoint Challenge Exam <u>Discussion</u> F GridWorld Case Study - Abstraction (Unit) Lessons **Introduction to Abstractions** Abstract Classes **Built-In Interfaces** <u>Interfaces</u> • Comparable T Interface • Challenge Program • Challenge Exam GridWorld Case Study Standard Algorithms (Unit) <u>Lessons</u> Introduction to Standard Algorithms <u>Traversals</u> • Replacements 1nsertions Deletions • Challenge Program • GridWorld Case Study <u>+</u> Checklist Sorting (Unit) <u>Lessons</u> **Introduction to Sorting Bubble Sort** Insertion Sort • Selection Sort Merge Sort <u>Enallege Program</u> • GridWorld Case Study <u>+</u> Checklist Searching (Unit) <u>Lessons</u> Introduction to Searching **E** Sequential Search Binary Search <u>Challenge Program</u> <u> Challenge Exam</u> GridWorld Case Study <u>Checklist</u> Program Analysis (Unit) <u>Lessons</u> Introduction to Program Analysis New Mexico Connections Academy

- Assertions and Exceptions
- <u>Challenge Assignment</u>
- GridWorld Case Study
- <u>+</u> Checklist
- Final Exam and AP Exam Review (Unit)
 - Lessons
 - Getting Started with Your Review
 - Exam Format, Grading, Hints
 - <u>Java Features, Part 1</u>
 - <u>Java Features, Part 2</u>
 - Program Design and OOP Concepts
 - <u>Algorithms</u>
 - GridWorld Case Study
 - Solutions to Past Free Response Questions
 - Practice Exams

 - <u>Reflections</u>
 - Final Exam

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3 of 3

Course: FLVS AP Environmental Science A

Display Name: AP Environmental Science A

- Units & Lessons
 - Environmental Problems (Unit)
 - Lessons
 - Getting Started
 - **Environmental Problems**
 - History of Environmental Problems
 - <u>Case Study: Tragedy of the Commons</u>
 - <u>Public Lands</u>
 - <u>Science</u>
 - **Environmental Economics**
 - **Environmental Politics**
 - AP Exam and Math Prep
 - <u>Unit One Exam</u>
 - The Living World (Unit)
 - Lessons
 - **Ecosystems**
 - Energy and Ecosystems
 - <u>Cycles</u>
 - **E** Community Ecology
 - Biodiversity
 - AP Exam and Math Prep
 - <u> Unit Two Exam</u>
 - The Physical World (Unit)
 - Lessons
 - Climates
 - **Terrestrial Biomes**
 - Ocean Circulation & Currents
 - Aquatic Environments & Biodiversity
 - **Structure of the Earth**
 - <u>Mineral Resources</u>
 - **Forestry**
 - AP Exam and Math Prep
 - <u>Unit Three Exam</u>
 - Population (Unit)
 - Lessons
 - **Population Dynamics**
 - <u>Demographics</u>
 - <u>Urbanization</u>
 - AP Exam and Math Prep
 - Unit Four Exam
 - Energy (Unit)

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Appendix A - 422

6/7/2012 5:05 PM

- Lessons
 - Energy Concepts & Consumption
 - Fossil Fuels I
 - Fossil Fuels II
 - Nuclear Energy
 - Renewable Energy Resources I
 - Renewable Energy Resources II
 - Energy Conservation
 - AP Exam and Math Prep
 - <u> Unit Five Exam</u>
 - Semester One Exam

6/7/2012 5:05 PM

Course: FLVS AP Environmental Science B

Display Name: AP Environmental Science B

- Units & Lessons
 - Atmosphere & Climate Change (Unit)
 - Lessons
 - Air Pollution and Smog
 - Ozone
 - Acid Deposition
 - Indoor Air Pollution
 - Climate Change
 - AP Exam and Math Prep
 - <u>Unit One Exam</u>
 - Land and Food (Unit)
 - Lessons
 - Soil
 - **Soil Conservation**
 - Agriculture and Food
 - Pests and Pest Management
 - <u>Land Conservation</u>
 - AP Exam and Math Prep
 - Water (Unit)
 - <u>Lessons</u>
 - Water Supply
 - Water Quality
 - <u> Water Treatment</u>
 - **AP Exam and Math Prep**
 - <u>Unit Three Exam</u>
 - Toxicology & Risk (Unit)
 - Lessons

 - Human Health
 - <u>Toxicology</u>
 - AP Exam and Math Prep
 - <u>Unit Four Exam</u>
 - Recycling and Sustainability (Unit)
 - <u>Lessons</u>
 - Solid Waste
 - **Hazardous Waste**
 - Recycling
 - Global Change and Sustainability
 - AP Exam and Math Prep
 - <u>Unit Five Exam</u>

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Appendix A - 424

6/7/2012 5:06 PM

Semeseter Two Exam

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Course: Aventa AP Physics B A

Display Name: AP Physics B A

- Units & Lessons
 - Prerequisities (Unit)
 - Lessons
 - **Prerequisites: Introduction**
 - Reviewing Measurement: Introduction
 - Algebra Review: Introduction
 - Solving Systems of Equations
 - Reviewing Geometry: Introduction
 - Right Triangles and the Pythagorean Theorem
 - Data Collection and Analysis Introduction
 - E Kinematics (Unit)
 - Lessons
 - Introduction to Motion in One Dimension
 - Motion in One Dimension Continued
 - Motion on an Incline
 - Lab: Reaction Time
 - Kinematics: Two-Dimensional Motion
 - Lab: Projectile Motion
 - **E** Kinematics Review
 - Kinematics Unit Exam
 - Kinematics Unit Exam: Part B
 - Newton's Laws of Motion (Unit)
 - Lessons
 - Newton's Laws of Motion: Introduction
 - Newton's Second Law and Force
 - Newton's Third Law, Contact Forces
 - Newton's Laws Problem Solving: Introduction
 - Mass on an Incline
 - <u>Lab: Exploring Friction</u>
 - Lab Wrap-Up: Static and Kinetic Friction
 - Systems of Two or More Objects: Introduction
 - **★** Self-Check: Two Body Problems
 - Newton's Laws of Motion Unit Exam
 - Newton's Laws of Motion Unit Exam: Part B
 - Work, Energy, Power and Momentum (Unit)
 - Lessons
 - **Work, Energy, Power and Momentum: Introduction**
 - Energy and Work-Energy Theorem
 - Conservation of Energy: Introduction
 - Conservation of Energy: Non-Conservative Forces
 - Power: Introduction

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- Momentum: Introduction

 Lab: Conservation of Momentum Quiz

 Lab: Elastic and Inelastic Collisions

 Lab: Egg Drop

 Work, Energy, Power and Momentum Unit Exam

 Work, Energy, Power and Momentum Unit Exam: Part B
- <u>Circular, Rotational and Gravitational Motion (Unit)</u>
 - Lessons
 - <u>En Circular, Rotational, and Gravitational Motion</u>
 - Angular Coordinates
 - <u>Circular and Rotational Dynamics: Introduction</u>
 - Revolving in Horizontal and Vertical Circles
 - Torque Self Check
 - Gravitational Motion: Introduction
 - Properties of Elliptical Orbits
 - <u>En Circular Rotational Gravitational Motion Unit Exam</u>
 - Circular Rotational Gravitational Motion: Part B
- Fluid Mechanics (Unit)
 - Lessons
 - Fluid Mechanics: Introduction
 - Buoyancy: Introduction
 - Lab: Archimedes' Principle
 - Fluids in Motion: Introduction
 - **Bernoulli's Principle**
 - Fluid Mechanics Unit Exam
 - Fluid Mechanics Unit Exam: Part B
- Thermal Physics (Unit)
 - <u>Lessons</u>
 - **!--** Thermal Physics: Introduction
 - E- Conduction, Convection and Radiation
 - i Ideal Gases: Introduction
 - i Ideal Gases Law Summary
 - Avatar: Kinetic Theory and Temperature
 - Laws of Thermodynamics: Introduction
 - **Lab:** Entropy Simulation
 - **Second Law of Thermodynamics Flashcards**
 - Thermal Physics Unit Exam
 - Thermal Physics Unit Exam: Part B
- Semester 1 Exam (Unit)
 - Lessons

2 of 2

- Review
- **Exam:** Part A
- <u>Semester 1 Exam: Part B</u>

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Course: Aventa AP Physics B B

Display Name: AP Physics B B

- Units & Lessons
 - Electrostatics (Unit)
 - Lessons
 - **Electrostatics: Introduction**
 - Monopoles, Dipoles, and Quadruples
 - **Electric Potential: Introduction**
 - Lab: Mass Spectrometer
 - Electric Potential Review Game
 - <u>Conductors: Introduction</u>
 - <u>E- Capacitance: Introduction</u>
 - **Electrostatics Unit Exam**
 - Electrostatics Unit Portfolio Assessment
 - Electric Current (Unit)
 - <u>Lessons</u>
 - Electric Current: Introduction
 - Lab: Electric Current
 - Now Review...
 - **±** Lab: Series and Parallel Circuits
 - More About Series and Parallel Circuits
 - Captors in Circuits Quiz
 - Electric Current Unit Exam
 - Electric Current Portfolio Assessment
 - Magnetism (Unit)
 - Lessons
 - Magnetism Introduction
 - Avatar: Force on a Current in a Magnetic Field
 - Electromagnetic Induction: Introduction
 - Lab: Electromagnetism Quiz
 - Induced EMF
 - Magnetism Unit Exam
 - Magnetism Portfolio Assessment
 - <u>Vibrations and Waves (Unit)</u>
 - <u>Lessons</u>
 - <u>Vibration and Waves: Introduction</u>
 - Lab: Simple Pendulum
 - Lab: Spring with Mass
 - Simple Harmonic Motion
 - **Waves: Introduction**
 - **Sound:** Introduction
 - Vibrations and Waves Unit Exam
 - <u>Vibration and Waves Portfolio Assessment</u>

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- Optics (Unit)
 - <u>Lessons</u>
 - Optics: Introduction
 - Maxwell's Equations
 - Reflections and Mirrors: Introduction
 - **1** Lab: Spherical Mirrors
 - Mirror Equations
 - Lab: Snell's Law
 - Snell's Law Self Check
 - Interference, Diffraction, and Polarization
 - Young's Double-Slit Experiment
 - Optics Unit Exam
 - Optics Portfolio Assessment
- Modern Physics (Unit)
 - <u>Lessons</u>
 - Modern Physics: Introduction
 - Lab: The Photoelectric Effect
 - The Photon Theory of Light Game
 - Atomic Energy Levels/Wave-Particle Duality
 - Nuclear Physics: Introduction
 - Modern Physics Unit Exam
 - Modern Physics Portfolio Assessment
- AP Physics B B Exam (Unit)
 - Lessons
 - Preparing for the AP Exam
 - Physics B B Exam, Part A
 - Physics B B Portfolio Assessment

6/7/2012 5:12 PM

Course: Biology A

Display Name: Biology A

- Units & Lessons
 - The Nature of Life (Unit)
 - Lessons
 - The Nature of Science
 - Science and Society
 - The Science of Life
 - The Building Blocks of Life
 - The Importance of Water
 - Organic Compounds
 - The Chemistry of Life
 - Chemical Reactions and Life
 - **Essential Enzymes**
 - Nature of Life Unit Review
 - The Nature of Life Unit Test
 - Ecology (Unit)
 - <u>Lessons</u>
 - Introduction to Ecology
 - **Energy Roles of Organisms**
 - Movement of Energy in Ecosystems
 - Movement of Matter in Ecosystems
 - Interactions Between Organisms in an Ecosystem
 - Population Changes Due to Organism Interactions
 - **Ecosystem Changes Over Time**
 - Ecology Overview—Review of Lessons 1–7
 - Climate
 - Biomes
 - Aquatic Ecosystems
 - <u>Biodiversity</u>
 - Population Growth
 - Human Impact on Ecosystems
 - The Challenge of Protecting Earth
 - **Ecology Unit Review**
 - Ecology Unit Test
 - Cells (Unit)
 - Lessons
 - The Basic Unit of Life
 - **<u>E</u>** Cell Structure
 - Material Transport
 - Lab: The Effect of Cell Size on Material Transport
 - Cells and Homeostasis
 - Energy and Life

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Appendix A - 430

6/7/2012 4:37 PM

- Overview of Photosynthesis
- The Process of Photosynthesis
- Overview of Cellular Respiration
- The Process of Cellular Respiration
- <u>Fermentation</u>
- E- Cells Overview-Mid-unit Review
- <u>• Cell Growth, Division, and Reproduction</u>
- <u>E</u> Cell Division
- The Cell Cycle
- Regulating the Cell Cycle
- <u>Cell Differentiation</u>
- <u>Cells Unit Review</u>
- <u> Cells Unit Test</u>
- Genetics (Unit)
 - <u>Lessons</u>
 - <u>Mendel's Experiments</u>
 - Applying Mendel's Principles I
 - **★** Applying Mendel's Principles II
 - <u>Meiosis</u>
 - The Molecular Nature of Genes
 - E- Chromosomes and DNA
 - **DNA Replication**
 - **DNA Sequencing and Analysis**
 - Molecular Biology of the Cell
 - The Process of Transcription
 - The Process of Translation
 - The Effects of Mutations
 - Regulation of Gene Expression in Prokaryotes
 - Regulation of Gene Expression in Eukaryotes
 - Molecular Biology Review: Review of Lessons 9-14
 - The Human Genome
 - **Genetic Engineering**
 - Applications and Ethics of Genetic Engineering
 - Genetics Unit Review
 - Genetics Unit Test
- <u>Unit Test (Unit)</u>
 - Lessons

2 of 2

- Biology Semester A Exam Review
- Biology Semester A Exam

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Course: Biology B

Display Name: Biology B

- Units & Lessons
 - Evolution (Unit)
 - Lessons
 - <u>Darwin's Voyage of Discovery</u>
 - Ideas That Shaped Darwin's Thinking
 - <u>Darwin's Theory of Natural Selection</u>
 - Evidence of Evolution
 - Genes and Variation
 - Genetic Change in Populations: 1
 - Genetic Change in Populations: 2
 - Speciation
 - Molecular Evolution: 1
 - Molecular Evolution: 2
 - **Evolution Review**
 - Finding Order in Diversity: 1
 - Finding Order in Diversity: 2
 - Making a Dichotomous Key
 - Modern Evolutionary Classification
 - Building the Tree of Life
 - The Fossil Record
 - Patterns and Processes of Evolution
 - The Mysteries of Life's Origins
 - **Evolution Unit Review**
 - **Evolution Unit Test**
 - From Microorganisms to Plants (Unit)
 - Lessons
 - <u>Viruses</u>
 - Prokaryotes: 1
 - Prokaryotes: 2
 - <u> Viruses, Bacteria, and Disease</u>
 - Protists: 1
 - Protists: 2
 - Fungi: 1
 - Fungi: 2
 - An Overview of Plants
 - Seedless Plants
 - **Seed Plants**
 - Flowering Plants
 - Viruses to Plants Review
 - **■** Specialised Tissue in Plants: 1
 - Specialized Tissue in Plants: 2

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- Gas Exchange and Vascular Transport
- **Seed Germination and Plant Growth**
- Plant Hormones
- **Tropisms and Photoperiods**
- From Microorganisms to Plants Unit Review
- From Microorganisms to Plants Unit Test
- Animals (Unit)
 - Lessons
 - Defining Animals
 - Animal Body Plans: 1
 - Animal Body Plans: 2
 - Invertebrate Evolution and Diversity: 1
 - Invertebrate Evolution and Diversity: 2
 - E- Chordate Evolution and Diversity
 - Primate Evolution and Diversity
 - Animal Diversity
 - Animal Diversity and Evolution Review
 - **+** Animal Structure and Function
 - Feeding and Digestion
 - **Respiration**
 - <u>i</u> Circulation
 - **Excretion**
 - Response and Information Processing: 1
 - Response and Information Processing: 2
 - **Reproduction**
 - <u>Homeostasis</u>
 - Animal Behavior
 - **Behavior and Environment**
 - **<u>Animals Review</u>**
 - Animals Unit Test
- The Human Body (Unit)
 - Lessons
 - Organization of the Human Body
 - Food and Nutrition: 1
 - Food and Nutrition: 2
 - The Digestive System
 - Analyzing Digestion
 - The Excretory System
 - The Nervous System: 1
 - The Nervous System: 2
 - The Skeletal System
 - The Muscular System
 - Human Body Systems Review
 - The Integumentary System
 - The Circulatory System
 - The Respiratory System
 - The Endocrine System
 - The Reproductive System

New Mexico Connections Academy

Appendix A - 433

- <u>The Immune System</u>
- The Human Body Review
- The Human Body Unit Test
- Biology Semester B Review and Test (Unit)
 - Lessons Lessons
 - Biology Semester B Review
 - Biology Semester B Test

New Mexico Connections Academy

3 of 3

Appendix A - 434

Course: Chemistry A

Display Name: Chemistry A

- Introduction to Chemistry (Unit)
 - Ė--- <u>Lessons</u>
 - <u>Chemistry</u>
 - the Chemistry Far and Wide
 - Thinking Like a Scientist
 - Problem Solving in Chemistry
 - Measurements and Their Uncertainty
 - The International System of Units (SI)
 - **Conversion Problems**
 - <u> Density</u>
 - <u>Unit Review</u>
- An Overview of Matter and Change (Unit)
 - Ė--- <u>Lessons</u>
 - Properties of Matter
 - <u>Mixtures</u>
 - E-Chromatography Lab
 - Elements and Compounds
 - Lab Investigator: Chemical Reactions
 - Chemical Reactions
 - <u>Unit Review</u>
 - Unit Test
- Atoms and Elements (Unit)
 - Ė--- <u>Lessons</u>
 - Defining the Atom
 - Structure of the Nuclear Atom
 - Distinguishing Between Atoms
 - Models of the Atom
 - Electron Arrangement in Atoms
 - Organizing the Elements
 - Elements Classifying the Elements
 - Periodic Trends
 - Researching Elements in the Periodic Table
 - <u> Unit Review</u>
- Chemical Bonding (Unit)
 - Ė -- <u>Lessons</u>

- + lons
- **In Ionic Bonds and Ionic Compounds**
- **Bonding in Metals**
- + Virtual Lab: Flame Tests for Metals
- **H**--- Molecular Compounds
- The Nature of Covalent Bonding
- **±** Polar Bonds and Molecules
- Modeling Molecules
- Unit Review
- Unit Test
- E-Chemical Formulas and Reactions (Unit)
 - Ė --- <u>Lessons</u>
 - <u> in Naming Ions</u>
 - Naming and Writing Formulas for Ionic Compounds
 - <u>Virtual Lab: Names and Formulas of Ionic Compounds</u>
 - <u>Naming and Writing Formulas: Molecular Compounds</u>
 - <u>Haming and Writing Formulas for Acids and Bases</u>
 - The Laws Governing Formulas and Names
 - <u>+</u> The Mole: A Measurement of Matter
 - <u>Hamiltonian</u> Mole-Mass and Mole-Volume Relationships
 - Percent Composition and Chemical Formulas
 - **Describing Chemical Reactions**
 - Types of Chemical Reactions
 - Classifying Reactions Lab
 - Reactions in Aqueous Solution
 - <u>Unit Review</u>
 - <u>+</u> Unit Test
- Stoichiometry (Unit)
 - i- Lessons
 - The Arithmetic of Equations
 - Chemical Calculations

 - Limiting Percent Reagent and Percent Yield
 - Unit Review
- Final Review and Exam (Unit)
 - -- Lessons
 - -- Chemistry A Final Review
 - --- Chemistry A Final Exam

Course: Chemistry B

Display Name: Chemistry B

- Solids, Liquids, and Gases (Unit)
 - Ė--- <u>Lessons</u>
 - The Nature of Gases
 - The Nature of Liquids
 - The Nature of Solids
 - E-Changes of State
 - Properties of Gases
 - The Gas Laws
 - ideal Gases
 - Virtual Lab: Gas Pressure-Volume Relationship
 - Gases: Mixtures and Movements
 - Water and Its Properties
 - Homogeneous Aqueous Systems
 - Heterogeneous Aqueous Systems
 - <u> Unit Review</u>
 - <u> Unit Test</u>
- Solutions, Acids, and Bases (Unit)
 - E--- Lessons
 - Lab Investigator: Chemical Reactions
 - Properties of Solutions
 - E-Concentrations of Solutions
 - Colligative Properties of Solutions
 - Acid-Base Theories
 - Hydrogen Ions and Acidity
 - **Strength of Acids and Bases**
 - Neutralization Reactions
 - Uirtual Titration Lab
 - ** Kitchen Table Titration Lab

 - <u> Unit Test</u>
- Heat, Energy, and Reactions (Unit)
 - <u>Lessons</u>
 - The Flow of Energy Heat and Work
 - Measuring and Expressing Enthalpy Changes
 - E-Calculating Heats of Reaction

 - Rates of Reactions

- Factors that Affect the Rate of a Reaction
- Reversible Reactions and Equilibrium
- Entropy and Free Energy
- <u>Unit Review</u>
- <u> Unit Test</u>
- □-- Electrochemistry (Unit)
 - -- Lessons
 - The Meaning of Oxidation and Reduction
 - Oxidation Numbers
 - Balancing Redox Reactions
 - <u>Virtual Lab: Redox Titrations</u>
 - **Electrochemical Cells**
 - **Electrolytic Cells**
 - <u> Unit Review</u>
 - ... Unit Test
- Organic Chemistry (Unit)
 - Lessons
 - <u>Hydrocarbons</u>
 - **<u>Insaturated Hydrocarbons and Isomers</u>**
 - Hydrocarbon Rings
 - Hydrocarbons from Earth
 - **!** Introduction to Functional Groups
 - Alcohols and Ethers
 - E-Carbonyl Compounds
 - + Amino Acids and Their Polymers
 - Properties of Plastics
 - <u> Unit Review</u>
- Nuclear Chemistry (Unit)
 - Ė --- <u>Lessons</u>
 - Nuclear Radiation
 - Nuclear Transformations
 - Fission and Fusion of Atomic Nuclei
 - Radiation in Your Life
 - <u> Unit Review</u>
- Final Review and Exam (Unit)
 - E--- Lessons
 - Chemistry B Final Review
 - E- Chemistry B Final Exam

Course: Earth Science A

Display Name: Earth Science A

- Introduction to Earth Science (Unit)
 - Ė--- <u>Lessons</u>
 - What Is Earth Science?
 - A View of Earth
 - Representing Earth's Surface
 - Earth System Science
 - What Is Scientific Inquiry?
- ☐ Minerals (Unit)
 - - Matter: Part 1

 - Properties of Minerals
 - Lab: Mineral Identification
 - <u>Unit Review</u>
 - ... Unit Test
- -Rocks (Unit)
 - - The Rock Cycle
 - **Igneous Rocks**
 - Sedimentary Rocks
 - Metamorphic Rocks
 - Lab: Rock Identification
 - <u> Unit Review</u>
 - <u> •</u> <u>Unit Test</u>
- Earth's Resources (Unit)
 - Lessons
 - Energy and Mineral Resources
 - + Alternate Energy Resources
 - Water, Air, and Land Resources
 - Protecting Resources
 - Lab: Products that Conserve Resources
 - <u> Unit Review</u>
- Sculpturing Earth's Surface (Unit)

Ė -- Lessons **!** <u>Weathering</u> Ū-- Soil • Mass Movements Lab: Effect of Temperature on Chemical Weathering • Running Water **★** The Work of Streams <u> Water Beneath the Surface</u> <u>Unit Review</u> **⊞** Unit Test Glaciers, Deserts, and Wind (Unit) Glaciers <u>Lab</u>: Interpreting a Glacial Landscape • Deserts ±-- Landscapes Shaped by Wind **⊞** Unit Test Earthquakes and Earth's Interior (Unit) - Lessons <u>What Is an Earthquake?</u> Measuring Earthquakes Earthquake Hazards Earth's Layered Structure Lab: Locating an Earthquake <u> Unit Review</u> Plate Tectonics and Other Igneous Activity (Unit) Ė--- Lessons **⊡** Continental Drift • Sea-Floor Spreading Theory of Plate Tectonics <u>Hamisms of Plate Motion</u> Lab: Paleomagnetism and the Ocean Floor **±** Volcanoes and Plate Tectonics The Nature of Volcanic Eruptions Intrusive Igneous Activity <u> Unit Review</u> <u> Unit Test</u> - Mountain Building (Unit) -- Lessons Forces in Earth's Crust Folds, Faults, and Mountains • Mountains and Plates <u>Lab</u>: Investigating Anticlines and Synclines

- <u> Unit Review</u>
- <u>Unit Test</u>
- Final Review and Exam (Unit)
 - Lessons
 - Earth Science A Final Review
 - Earth Science A Final Exam

Course: Earth Science B

Display Name: Earth Science B

- Geologic Time and Earth's History (Unit)
 - Ė--- <u>Lessons</u>
 - **±** Discovering Earth's History
 - Fossils: Evidence of Past Life
 - Dating with Radioactivity
 - The Geologic Time Scale
 - Lab: Fossil Occurrence and the Age of Rocks
 - Precambrian Time
 - + Paleozoic Era: Life Explodes
 - Mesozoic Era: Age of Reptiles
 - E- Cenozoic Era: Age of Mammals
 - <u> Unit Review</u>
 - ... Unit Test
- Oceanography (Unit)
 - ... <u>Lessons</u>
 - The Vast World Ocean
 - Ocean Floor Features
 - Seafloor Sediments
 - Resources from the Seafloor
 - The Composition of Seawater
 - The Diversity of Ocean Life
 - Oceanic Productivity
 - Uirtual Lab: Seawater Density
 - Ocean Circulation
 - Waves and Tides
 - Shoreline Processes and Features
 - <u> Unit Review</u>
- Meteorology: Part 1 (Unit)
 - Ė--- <u>Lessons</u>
 - + Atmosphere Characteristics
 - Heating the Atmosphere
 - **Temperature Controls**
 - Lab: Heating Land and Water
 - <u> Water in the Atmosphere</u>
 - Cloud Formation
 - Eloud Types and Precipitation

- Understanding Air Pressure
- Pressure Centers and Winds
- English Regional Wind Systems
- <u> Unit Review</u>
- ... Unit Test
- Meteorology: Part 2 (Unit)
 - Lessons
 - <u>Air Masses</u>
 - **.** Fronts
 - Severe Storms
 - Lab: Middle-Latitude Cyclones
 - Factors that Affect Climate

 - Climate Changes
 - <u> Unit Review</u>
- -- Astronomy: Part 1 (Unit)
 - - Early Astronomy
 - The Earth-Moon-Sun System
 - Earth's Moon
 - Virtual Lab: Tracking the Phases of the Moon
 - The Solar System
 - The Terrestrial Planets
 - The Outer Planets (and Pluto)
 - Minor Members of the Solar System
 - <u> Unit Review</u>
- Astronomy: Part 2 (Unit)
 - Lessons
 - The Study of Light
 - Tools for Studying Space
 - ± The Sun

 - Properties of Stars
 - Stellar Evolution
 - The Universe
 - **<u> Unit Review</u>**
 - <u>Unit Test</u>
- Final Review and Exam (Unit)
 - E--- Lessons
 - **Earth Science B Final Review**
 - Earth Science B Final Exam

Course: FLVS Earth Space Science A

Display Name: Earth Space Science A

- Introduction and Foundation (Unit)
 - Ė--- Lessons
 - Motif and Course Information
 - <u> Lab Safety</u>
 - <u> Course Downloads</u>
 - Explorers and Scientists
 - The Scientific Method
 - ** Test Your Observation Skills
 - End Chatter Station: Observations

 - Math Rocks the Earth: Graphs
- Weather and Climate (Unit)
 - - **Be on the Lookout**
 - Gas and Composition
 - **Structure and Temperature Trends**
 - Trends In Air Pressure
 - **⊕** Review Part 1
 - <u> Weather Factors, Climate, and Maps</u>
 - Earth's Energy Budget
 - Hoving Air and Air Pressure
 - Global Winds and the Coriolis Effect
 - Air Masses and Fronts
 - Moisture in the Atmosphere
 - Elimate and Weather: What's the Difference?
 - Review Part 2
 - Review Part 3
- The Waters (Unit)
 - - Earth: The Aqua Planet Lab
 - The Seven Seas
 - Restless Waters: Ocean Currents
 - The Ocean's Water: What's In It?
 - The Ocean's Water: What's Under it?
 - Review 1

- Water: Round and Round
- <u> Water: It Goes With the Flow</u>
- <u>Water Deep Below</u>
- Water At Risk
- Brr It's Cold Out Here
- Review 2
- Chatter Station: Water
- <u> Unit Test</u>
- <u>+</u> Semester 1 Exam

Course: FLVS Earth Space Science B

Display Name: Earth Space Science B

- ☐—The Lands (Unit)
 - ... <u>Lessons</u>
 - <u> Be On the Look Out</u>
 - **<u> ∃</u>** Journey to the Center of the Earth
 - Slip Sliding Away: Pre-Activity
 - **<u> Slip Sliding Away</u>**
 - I Feel the Earth Move Under My Feet

 - <u> Review 1</u>
 - <u> Diamonds Are Forever</u>
 - Rocks Around the Clock
 - The Good Earth Pre-Activity
 - The Good Earth
 - Blowing in the Wind
 - Energy: Problems and Solutions
 - Review 2
 - **<u> Unit Test</u>**
- □-- The Past (Unit)
 - Lessons
 - Time: Relative or Absolute?
 - **Assumptions and Principles**
 - Time: It's Relative
 - Time: It's Absolute
 - . Review Part 1
 - Geologic Time Exposed
 - Ice Age (Not the Movie)
 - Fossils: Dig 'Em Up!
 - <u> Review Part 2</u>
 - the Chatter Station: Paleontology

 - Math Rocks the Earth: Half Life
- Space: The Final Frontier (Unit)
 - -- Lessons
 - The Big Bang and the Rest of the Story
 - Space Exploration: Tools of the Trade
 - Remote Sensing
 - Heavenly Bodies

- Review Part 1
- The Milky Way and Its Stars
- Reach for the Stars
- The Solar System
- What's So Special About This One?
- <u>+</u> Review Part 2
- In the Shadow of the Earth
- It's the Time of the Season
- Review Part 3
- End Chatter Station: Man or Machine?
- Math Rocks the Earth: Acceleration
- <u>+</u> Semester Exam

Course: GDP: Environmental Science A

Display Name: Environmental Science A

- The Methods and Nature of Environmental Science (Unit)
 - : ---- Lessons
 - Identifying Main Environmental Factors
 - The Scientific Method
 - Environmental Specialists
 - Observation and Record Keeping Past and Present
 - Environmental Accidents and Scientific Methods
 - Biotic versus Abiotic
 - Earth Divisions
 - Hierarchy of Biology
 - **₱** Population versus Community
 - **Biodiversity**
- Earth's Processes (Unit)
 - : Lessons
 - Domestic vs. Wild
 - Environmental Invaders
 - The Water Cycle
 - **±**-- Acid Rain
 - Ground Water Pollution
 - The Carbon Cycle
 - The "Greenhouse Effect" And Global Warming
 - **≜** Air Pollution
 - The Food Chain
 - Food Chain Pollution
- Final Review and Exam (Unit)
 - -- Lessons
 - Environmental Science A Final Review
 - Environmental Science A Final Exam

Course: GDP: Environmental Science B

Display Name: Environmental Science B

- Environmental Science Programs and Policies (Unit)
 - Ė--- Lessons
 - Policies and Agencies
 - Recent Policy Changes and Energy Issues
 - Local Environmental Agencies
 - International Environmental Concerns
 - Environmental Groups and Regulatory Violations
 - Planning Conservation
 - **.** Waste Management
 - Composting

 - Transportation Challenges
- The Effects of Environmental Science Technology (Unit)
 - Ė --- <u>Lessons</u>
 - **Standard Electric Energy Production Methods**
 - New Energy Production Methods
 - Fuel Production and Transport Problems
 - United States Agriculture
 - Modern Agriculture and New Technology
 - ±- Less Pesticides and More IPM
 - **Genetically Modified Organisms (GMOs)**

 - New Environmental Uses of Corn
 - it's All Up to You!
- Final Review and Exam (Unit)
 - --- Lessons
 - Environmental Science B Final Exam Review
 - **±** Environmental Science B Final Exam

Course: FLVS Marine Science A

Display Name: Marine Science A

- Nature of Science (Unit)
 - Ė--- <u>Lessons</u>
 - We're Looking for a Few Good Students
 - <u>₩hat is Science?</u>
 - Scientific Method
 - Design Your Own Experiment
 - Discussion: Origins of the Oceans
 - What Makes the Ocean a Nice Place to Live?
 - Properties of Water Lab
 - Exploring the Bay of Fundy
 - **<u>+</u>** Unit 1 Review and Quizzes
- Ocean Exploration (Unit)
 - E-- Lessons

 - HMS Challenger Journal of a Scientist
 - **Exploring Rocky Shores**
 - Crabby Crustaceans Lab Introduction
 - <u>₩hat is a Tidepool?</u>
 - Rocky Shore Current Event
 - Ocean Zones and the Life Within
 - Unit 2 Review and Quizzes
- Sea Turtles and Sandy Beaches (Unit)
 - .: Lessons
 - **!--** Where Are We Going?
 - Introduction to Sea Turtles
 - **Turtle Rehabilitation**
 - Tracking Sea Turtle Migration
 - Positive Human Impact
 - Exploring Sandy Beaches
 - What is Happening to the Sand?

 - How Can We Clean Up an Oil Spill?
 - Unit 3 Review and Quizzes
- Phytoplankton and Energy (Unit)
 - Ė--- <u>Lessons</u>
 - **!-- Where Are We Going?**
 - An Introduction to Marine Phytoplankton

- Create a Phytoplankton
- + Adaptations of Organisms
- Marine Iquanas
- Food Webs
- Make a Food Web Assessment
- Class Report
- Unit 4 Review and Quizzes
- Time for the First Semester Exam

Course: FLVS Marine Science B

Display Name: Marine Science B

- Currents and the Antarctic (Unit)
 - Ė--- <u>Lessons</u>
 - <u>★</u> Where Are We Going?
 - Ocean Currents
 - E-Continuing With Currents
 - **!** Investigating ENSO
 - Impacts of El Nino Assessment
 - <u>Hurricane!</u>
 - **.** Why are Krill So Important?
 - Learn a Little About Pequins
 - **⊞** How Do Penguins Keep Warm?
 - <u>+</u> Unit 1 Review and Quizzes
- Mollusks and Estuaries (Unit)
 - - Where Are We Going?
 - The Great Barrier Reef
 - Destroying the Coral Reefs!
 - ... Mollusks

 - In Search of the Giant Squid
 - **Estuaries**
 - Life in a Mangrove Ecosystem
 - Nutrients in the Marine Environment
 - Too Much of a Good Thing
 - <u>+</u> Unit 2 Review and Quizzes
- What we do not see under the Sea (Unit)
 - Ė --- <u>Lessons</u>
 - Where Are We Going?
 - Exploring the Abyss
 - Surf's Up! Wave Anatomy
 - <u>‡</u>... <u>Tides</u>
 - Theory of Plate Tectonics
 - Introduction to Fish
 - Fish Adaptations
 - Fish Shapes
 - All About Sharks! and Their Relatives
 - **!** Unit 3 Review and Quizzes

- Marine Mammals (Unit)
 - Lessons
 - Where Are We Going?
 - Marine Mammal Characteristics and Adaptations
 - Protect Wild Dolphins
 - Exploring the Kelp Forest
 - Kelp! Not Just for Sea Otters
 - Exercise Predator
 - <u>Detecting Whale Meat Using DNA</u>
 - Global Fisheries

 - Second Semester Final Exam

Course: Physical Science A

Display Name: Physical Science A

- Science Skills (Unit)
 - Ė--- <u>Lessons</u>
 - <u>₩hat Is Science?</u>
 - Using a Scientific Approach
 - <u>Handle Measurement</u>
 - Presenting Scientific Data
 - * VIRTUAL LAB: Introduction to Scientific Inquiry
 - ÷ Science Skills Unit Review
 - Science Skills Unit Test
- Properties and States of Matter (Unit)
 - - Classifying Matter
 - **<u>Physical Properties</u>**
 - Chemical Properties
 - Solids, Liquids, and Gases
 - The Gas Laws
 - Phase Changes
 - VIRTUAL LAB: Changes Between a Solid and a Liquid
 - Properties and States of Matter Unit Review
 - Properties and States of Matter Unit Test
- Atoms, Elements, and Bonds (Unit)
 - - Studying Atoms
 - The Structure of an Atom
 - Modern Atomic Theory
 - Organizing the Elements
 - Lab Investigator: Chemical Reactions
 - The Modern Periodic Table
 - Representative Groups
 - **Ionic Bonding**
 - **±** Covalent Bonding
 - Naming Compounds and Writing Formulas
 - Lab: Modeling Molecules
 - Atoms, Elements, and Bonds Unit Review
 - Atoms, Elements, and Bonds Unit Test
- E-Chemical Reactions, Acids, and Bases (Unit)

- Describing Reactions
- + Types of Reactions
- Energy Changes in Reactions
- -- Reaction Rates
- Equilibrium
- **LAB**: Classifying Reactions
- Formation of Solutions
- Solubility and Concentration
- Properties of Acids and Bases
- **Strength of Acids and Bases**
- <u>+ Chemical Reactions, Acids, and Bases Unit Review</u>
- E- Chemical Reactions, Acids, and Bases Unit Test
- Nuclear Chemistry (Unit)
 - Lessons
 - Radioactivity
 - Lab: Investigating the Properties of Alpha and Bet
 - Rates of Nuclear Decay
 - + Artificial Transmutation
 - Fission and Fusion
 - Nuclear Chemistry Unit Review
 - Nuclear Chemistry Unit Test
- Physical Science A Review and Exam (Unit)
 - Lessons
 - + Physical Science A Exam Review
 - Physical Science A Exam

Course: Physical Science B

Display Name: Physical Science B

- Forces and Motion (Unit)
 - Ė--- <u>Lessons</u>
 - **±** Distance and Displacement
 - Speed and Velocity
 - <u>Acceleration</u>
 - Forces
 - Newton's First and Second Laws of Motion
 - Newton's Third Law of Motion and Momentum
 - <u> Virtual Momentum Lab</u>
 - <u>Universal Forces</u>
 - Fluid Pressure
 - Forces and Pressure in Fluids
 - <u> Buoyancy</u>
 - Forces and Motion Review
 - Forces and Motion Unit Test
- Work and Energy (Unit)
 - Lessons
 - **⊕** Work and Power
 - Work and Machines
 - Mechanical Advantage and Efficiency
 - Simple Machines
 - Energy and Its Forms
 - Lab: A Roller Coaster's Potential & Kinetic Energy
 - Energy Conversion and Conservation
 - Energy Resources
 - Thermal Energy and Matter
 - Heat and Thermodynamics

 - Work and Energy Unit Review
 - **...** Work and Energy Unit Exam
- □-- Waves (Unit)
 - ... <u>Lessons</u>
 - <u>Mechanical Waves</u>
 - Properties of Mechanical Waves
 - Behavior of Waves
 - **±** Sound and Hearing
 - Lab: Investigating Sound Waves

- Electromagnetic Waves
- The Electromagnetic Spectrum
- Behavior of Light
- ÷--- Color
- Sources of Light
- Unit Test
- Electricity and Magnetism (Unit)
 - -- Lessons
 - Electric Charge and Static Electricity
 - Electric Current and Ohm's Law
 - **Electric Circuits and Safety Devices**
 - **Electronic Devices**
 - <u>Lab: Building Electrical Circuits</u>
 - <u>Hagnets and Magnetic Fields</u>
 - **<u>Electromagnetism</u>**
 - Electrical Energy Generation and Transmission
 - Electricity and Magnetism Unit Review
 - Electricity and Magnetism Unit Test
- Earth in the Universe (Unit)
 - Lessons
 - Exploring the Solar System
 - The Earth-Moon System
 - Inner Solar System
 - Outer Solar System
 - Lab: Measuring Orbital Speed of the Planets
 - The Origin of the Solar System
 - The Sun
 - ... Stars
 - Life Cycle of Stars
 - Earth in the Universe Unit Review
 - Earth in the Universe Unit Test
- Semester Exam and Review (Unit)
 - Lessons
 - +- Physical Science Semester B Review
 - +-- Physical Science Semester B Exam

Course: Physics A

Display Name: Physics A

- Units & Lessons
 - Introduction (Unit)
 - - <u>Welcome to Physics</u>
 - **Laboratory Activities Introduction**
 - Physics and the Laws of Motion (Unit)
 - <u>Lessons</u>
 - <u>i</u> Introduction
 - Hotion in One Dimension
 - Free-Fall Acceleration Laboratory
 - Two-Dimensional Motion and Vectors
 - Projectile Motion
 - Projectile Motion Laboratory
 - Forces and the Laws of Motion
 - Newton's Second and Third Laws
 - Forces and Friction Laboratory
 - <u> Unit 2 Review</u>
 - <u> Unit 2 Test</u>
 - Energy and Motion (Unit)
 - Lessons
 - **Introduction**
 - **H** Kinetic and Potential Energy
 - Conservation of Mechanical Energy Laboratory
 - Momentum and Collisions
 - E- Conservation of Momentum
 - Inelastic and Elastic Collisions
 - Momentum Laboratory
 - E-Circular Motion
 - Gravitational Force
 - Torque and Simple Machines
 - Machines and Efficiency Laboratory

 - <u> Unit 3 Test</u>
 - Heat and Thermodynamics (Unit)
 - <u> Lessons</u>
 - **Introduction**
 - ... Heat
 - Specific Heat Capacity

- Thermal Equilibrium Laboratory
- Thermodynamics
- The First Law of Thermodynamics
- The Second Law of Thermodynamics

- <u>+</u> Unit 4 Test
- Final Review and Exam (Unit)
 - Lessons
 - Physics A Final Review
 - Physics A Final Exam

Course: Physics B

Display Name: Physics B

■ Units & Lessons

- - Ė--- Lessons
 - ₱ Periodic Motion and Hooke's law
 - Waves
 - Lab: Simple Harmonic Motion
 - Emacteristics of Sound Waves
 - Intensity, Resonance and Music
 - Discussion: How Loud Is Too Loud?
 - Sound Laboratory

 - <u> Lasers</u>
 - E-Converging Lenses Laboratory
 - <u> Unit 1 Test Review</u>
 - <u> Unit 1 Test</u>

Electricity (Unit)

- Ė -- Lessons
 - Electrons, Electrostatics and Insulators
 - E- Coulomb's Law and Electricity
 - Electrostatics Laboratory
 - Electrical Energy and Current
 - E-Capacitance and Capacitors
 - **Drift Velocity and Resistance**
 - **Electric Power**
 - **Eurrent and Resistance Laboratory**
 - Elements
 - <u>Discussion: Hybrid Vehicles</u>
 - Resistors in Series and in Parallel Laboratory
 - Unit 2 Test Review
 - <u> Unit 2 Test</u>

Magnetism and Atomic Physics (Unit)

- Ė --- <u>Lessons</u>
 - <u> Magnetism</u>
 - Magnetism From Electricity and Galvanometers
 - Magnetic Field of a Solenoid Laboratory
 - Electromagnetic Induction
 - Generators, Motors and Transformers
 - Electromagnetic Spectrum

- Electromagnetic Induction Laboratory
- Atomic Physics
- Models of the Atom
- The Dual Nature of Light
- Photoelectric Effect Laboratory
- <u>+</u> Unit 3 Test
- Final Review and Exam (Unit)
 - Lessons
 - + Physics B Final Review
 - Physics B Final Exam

Course: Science 1 A

Display Name: Science 1 A

- Be a Scientist (Unit)
 - Ė--- <u>Lessons</u>
 - Science Skills
 - Scientific Method
 - Science Safety
- Plants are Living things (Unit)
 - Ė --- <u>Lessons</u>
 - Learning About Living Things
 - Inquiry Skill: Observe
 - Parts of Plants
 - Different Plants

 - ... <u>Unit Test</u>
- Plants Grow and Change (Unit)
 - : Lessons
 - Flowers, Fruits, and Seeds
 - Inquiry Skill: Classify
 - How Plants Grow and Change
 - Lab: How Does Sunlight Affect Leaves?
 - + Plants Live in Many Places
 - <u>Unit Review</u>
 - <u> Unit Test</u>
- All About Animals (Unit)
 - Ė--- <u>Lessons</u>
 - #-- All Kinds of Animals
 - Inquiry Skill: Compare
 - What Animals Need to Live
 - How Animals Eat Food
 - Animals Grow and Change
 - <u> Unit Review</u>
- Places to Live (Unit)
 - Lessons
 - **Land Habitats**
 - Inquiry Skill: Communicate

 - Plants and Animals Live Together

- <u> Unit Review</u>
- ... <u>Unit Test</u>
- □ Looking at Earth (Unit)
 - Lessons
 - What Earth Looks Like
 - Inquiry Skill: Make a Model
 - Rocks and Soil
 - Enanging the Land

 - ... Unit Test
- E-Caring for Earth (Unit)
 - - Earth's Resources
 - Inquiry Skill: Investigate
 - <u> Using Earth's Resources</u>
 - **±** -- Saving Earth's Resources

Course: Science 1 B

Display Name: Science 1 B

- Units & Lessons
 - Weather and Seasons (Unit)
 - Ė--- <u>Lessons</u>
 - Weather All Around Us
 - Inquiry Skill: Predict
 - The Water Cycle
 - Lab: What is the Weather Like this Week?
 - **±** Spring and Summer
 - **<u>+</u>** Fall and Winter
 - <u> Unit Review</u>
 - The Sky (Unit)
 - Lessons
 - The Sky Above
 - Inquiry Skill: Record Data
 - **±** Earth Moves
 - Lab: How Many Hours of Sunlight Are There?
 - Earth's Neighbors
 - Matter Everywhere (Unit)
 - - Describing Matter
 - Solids
 - Inquiry Skill: Measure
 - Liquids and Gases
 - <u>Unit Review</u>
 - ... Unit Test
 - Changes in Matter (Unit)
 - E--- <u>Lessons</u>
 - Matter Can Change
 - <u>★</u> Making Mixtures
 - Heat Can Change Matter
 - Lab: How Can Water Change to Gas?
 - On the Move (Unit)
 - Ė -- <u>Lessons</u>

- **Position and Motion**
- Inquiry Skill: Infer
- <u>Pushes and Pulls</u>
- <u>Lab: Which Liquid Flows the Fastest?</u>

- <u>+</u> ... <u>Unit Test</u>
- Energy Everywhere (Unit)
 - Lessons
 - Energy and Heat
 - Inquiry Skill: Draw Conclusions
 - <u> Sound</u>
 - Light
 - Electricity
 - <u>Unit Review</u>

Course: Science 2 A

Display Name: Science 2 A

- Be a Scientist (Unit)
 - Ė--- <u>Lessons</u>
 - **<u> Science Skills</u>** ■
 - Scientific Method
 - Science Safety
- Plants (Unit)
 - - **!--** What Living Things Need
 - Inquiry Skill: Observe
 - Plants Make New Plants
 - How Plants Are Alike and Different

 - ... <u>Unit Test</u>
- -- Animals (Unit)
 - : Lessons
 - **♣** Animal Groups
 - Inquiry Skill: Classify
 - **±** -- Animals Grow and Change
 - **±** Staying Alive
 - <u> Unit Review</u>
- -- Looking at Habitats (Unit)
 - Lessons
 - ₱ Places to Live
 - Inquiry Skill: Putting Things in Order
 - Food Chains and Food Webs
 - Habitat Change
 - Lab: How Do Clues Help Scientists Study Fossils?

 - <u> Unit Test</u>
- E-Kinds of Habitats (Unit)
 - Lessons
 - <u></u> **<u>Forests</u>**
 - Hot and Cold Deserts
 - inquiry Skill: Infer
 - Oceans and Ponds
 - <u>Unit Review</u>

- <u>Unit Test</u>
- Land and Water (Unit)
 - Lessons
 - Earth's Land
 - Inquiry Skill: Make a Model
 - Earth's Water
 - E-Changes on Earth

 - <u>+</u> ... <u>Unit Test</u>
- Earth's Resources (Unit)
 - Lessons
 - Rocks and Minerals
 - Inquiry Skill: Compare
 - <u> Soil</u>
 - Lab: Which Soil Holds More Water?
 - **±** Using Earth's Resources
 - <u>Unit Review</u>

Course: Science 2 B

Display Name: Science 2 B

- Observing Weather (Unit)
 - ... <u>Lessons</u>
 - <u>Weather</u>
 - The Water Cycle
 - Inquiry Skill: Predict
 - Et- Changes in Weather

 - ... Unit Test
- Earth and Space (Unit)
 - Lessons
 - **<u> Day and Night</u>**
 - Inquiry Skill: Draw Conclusions
 - Why Seasons Happen
 - The Moon and Stars
 - Lab: How Does the Moon Seem to Change?
 - The Solar System
 - <u> Unit Review</u>
 - ... Unit Test
- -- Looking at Matter (Unit)
 - ... <u>Lessons</u>
 - Describing Matter
 - Inquiry Skill: Record Data
 - Solids
 - Liquids and Gases
 - <u> Unit Review</u>
 - <u> Unit Test</u>
- Changes in Matter (Unit)
 - Ė --- <u>Lessons</u>
 - **★** Matter Changes
 - Inquiry Skill: Communicate
 - Lab: What Happens When You Shake Cream?
 - Changes of State
- How Things Move (Unit)
 - Ė -- <u>Lessons</u>

- Position and Motion
- Inquiry Skill: Investigate
- Forces
- **±** ... Using Simple Machines
- **Exploring Magnets**
- Lab: How Can You Compare the Strength of Magnets?

- <u> Using Energy (Unit)</u>
 - Lessons
 - <u>Heat</u>
 - Inquiry Skill: Measure
 - ... Sound
 - Light
 - <u>Lab: How Does Sunlight Affect Temperature?</u>
 - Exploring Electricity

Course: Science 3 A

Display Name: Science 3 A

- Be a Scientist (Unit)
 - Ė--- <u>Lessons</u>
 - The Scientific Method: Part 1
 - The Scientific Method: Part 2
 - Focus on Skills and Safety
 - Unit Review and Test
- A Look at Living Things (Unit)
 - - Living Things and Their Needs: Part 1
 - Living Things and Their Needs: Part 2
 - **₱** Plants and Their Parts: Part 1
 - Plants and Their Parts: Part 2
 - Lab: What Do Plants Need to Survive?
 - + Animals and Their Parts
 - Classifying Animals: Part 1
 - Classifying Animals: Part 2
 - <u>Unit Review</u>
 - <u> Unit Test</u>
- Living Things Grow and Change (Unit)
 - .: Lessons
 - Plant Life Cycles: Part 1
 - Plant Life Cycles: Part 2
 - Inquiry Skill: Form a Hypothesis

 - From Parents to Young
 - <u>Unit Review</u>
 - <u> Unit Test</u>
- Living Things in Ecosystems (Unit)
 - Ė--- <u>Lessons</u>
 - Food Chains and Food Webs: Part 1
 - Food Chains and Food Webs: Part 2
 - Inquiry Skill: Communicate
 - Types of Ecosystems: Part 1
 - Types of Ecosystems: Part 2
 - Adaptations: Part 1
 - Adaptations: Part 2
 - <u>Lab: Does Camouflage Help Animals Stay Safe?</u>

- <u> Unit Review</u>
- ... Unit Test
- Changes in Ecosystems (Unit)
 - Lessons
 - Living Things Change Their Environment
 - + Changes Affect Living Things: Part 1
 - + Changes Affect Living Things: Part 2
 - Living Things of the Past

 - ... Unit Test
- Earth Changes (Unit)
 - - Earth's Features: Part 1
 - Earth's Features: Part 2
 - Inquiry Skill: Make a Model
 - ± Sudden Changes to Earth: Part 1
 - Sudden Changes to Earth: Part 2
 - Weathering and Erosion
 - <u>Unit Review</u>

Course: Science 3 B

Display Name: Science 3 B

- □ Using Earth's Resources (Unit)
 - Ė--- <u>Lessons</u>
 - Minerals and Rocks: Part 1
 - Minerals and Rocks: Part 2
 - Soil
 - Inquiry Skill: Use Variables
 - **±** Fossils and Fuels
 - Air and Water Resources
 - <u>Lab: What Things Pollute the Air?</u>
 - <u> Unit Review</u>
 - <u> Unit Test</u>
- Changes in Weather (Unit)
 - E-- Lessons

 - Inquiry Skill: Interpret Data
 - The Water Cycle: Part 1
 - The Water Cycle: Part 2
 - Elimate and Seasons
- Planets, Moons, and Stars (Unit)
 - Lessons
 - The Sun and Earth
 - The Moon and Earth
 - Lab: Why Does the Moon's Shape Appear to Change?
 - <u>The Planets</u>
 - **±** The Stars
 - <u> Unit Review</u>
- Observing Matter (Unit)
 - Lessons
 - Properties of Matter
 - Measuring Matter: Part 1
 - Measuring Matter: Part 2
 - ± Solids, Liquids, and Gases
 - <u> Unit Review</u>
 - ... Unit Test

- Changes in Matter (Unit)
 - Lessons
 - Changes of State: Part 1
 - Changes of State: Part 2
 - Inquiry Skill: Predict
 - Physical Changes
 - Chemical Changes
 - <u>Lab: Physical and Chemical Changes in Matter</u>
 - Unit Review
 - ... Unit Test
- Forces and Motion (Unit)
 - - Position and Motion
 - **±** -- Forces
 - Lab: How Distance Affects the Pull of a Magnet
 - Work and Energy
 - Inquiry Skill: Infer
 - <u>Unit Review</u>
 - Unit Test
- Forms of Energy (Unit)
 - Lessons
 - ... <u>Heat</u>
 - Inquiry Skill: Experiment
 - ... Sound
 - ... Light
 - Electricity

Course: Science 4 A

Display Name: Science 4 A

- Be a Scientist (Unit)
 - Ė--- <u>Lessons</u>
 - The Scientific Method: Part 1
 - The Scientific Method: Part 2
 - Focus on Skills and Safety
 - **<u>+</u>** ... Unit Review and Test
- E--- Kingdoms of Life (Unit)
 - : Lessons
 - E-Cells: Part 1
 - <u>Cells: Part 2</u>
 - <u>Inquiry Skill: Observe</u>
 - Classifying Living Things: Part 1
 - Classifying Living Things: Part 2
 - The Plant Kingdom: Part 1
 - The Plant Kingdom: Part 2
 - How Seed Plants Reproduce: Part 1
 - How Seed Plants Reproduce: Part 2
 - **<u>+</u>** <u>Unit Review and Test</u>
- The Animal Kingdom (Unit)
 - .: Lessons
 - + Animals without Backbones: Part 1
 - Animals without Backbones: Part 2
 - + Animals with Backbones
 - Systems in Animals
 - Lab: How do Feet Help Birds Move in Water?
 - Animal Life Cycles
 - <u>+</u> Unit Review and Test
- Exploring Ecosystems (Unit)
 - Lessons
 - Introduction to Ecosystems
 - inquiry Skill: Predict
 - <u>Biomes</u>
 - Relationships in Ecosystems: Part 1
 - Relationships in Ecosystems: Part 2
 - <u>+</u> Unit Review and Test
- □ Surviving in Ecosystems (Unit)
 - Ė -- Lessons

- **Animal Adaptations**
- Inquiry Skill: Form a Hypothesis
- + Plants and Their Surroundings
- Endough Changes in Ecosystems: Part 1
- <u>+</u> Changes in Ecosystems: Part 2
- **—** Unit Review and Test
- Shaping Earth (Unit)
 - Lessons
 - Earth
 - inquiry Skill: Experiment
 - The Moving Crust: Part 1
 - The Moving Crust: Part 2
 - Weathering and Erosion: Part 1
 - <u>+ Weathering and Erosion: Part 2</u>
 - E- Changes Caused by the Weather: Part 1
 - E- Changes Caused by the Weather: Part 2
 - Lab: What Happens When a River Floods?
 - -- Unit Review and Test
- Saving Earth's Resources (Unit)
 - Lessons
 - **★** Minerals and Rocks: Part 1
 - Himmerals and Rocks: Part 2
 - Inquiry Skill: Communicate
 - ÷-- Soil
 - Lab: How Different Soil Types Hold Minerals
 - Resources from the Past
 - <u> ₩ater</u>
 - Pollution and Conservation
 - **<u> Unit Review and Test</u>**

Course: Science 4 B

Display Name: Science 4 B

- Weather and Climate (Unit)
 - Ė--- <u>Lessons</u>
 - Air and Weather
 - The Water Cycle: Part 1
 - The Water Cycle: Part 2
 - Tracking the Weather
 - : Climate
 - <u>Lab: How Does Warmed Air Affect the Weather?</u>
 - Unit Review and Test
- The Solar System and Beyond (Unit)
 - - Earth and Sun
 - Earth and Moon
 - Inquiry Skill: Interpret Data
 - The Solar System: Part 1
 - The Solar System: Part 2
 - **Stars and Constellations**
- Properties of Matter (Unit)
 - - Describing Matter: Part 1
 - Describing Matter: Part 2
 - <u>Handle Measurement</u>
 - Elassifying Matter
 - **Unit Review and Test**
- Matter and Its Changes (Unit)
 - Ė -- Lessons
 - How Matter Can Change: Part 1
 - How Matter Can Change: Part 2

 - Mixtures: Part 2
 - Inquiry Skill: Use Variables
 - E-Compounds
 - <u>Lab</u>: How Can You Change a Chemical Reaction?
 - <u>+</u> Unit Review and Test
- Forces (Unit)

- Motion and Forces
- Enanging Motion
- Work and Energy: Part 1
- Work and Energy: Part 2
- Lab: Compound Machine Invention
- Unit Review and Test
- Energy (Unit)
 - Lessons
 - Heat
 - Inquiry Skill: Infer

 - Light: Part 1
 - ± Light: Part 2
 - Electricity: Part 1
 - Electricity: Part 2
 - Lab: Electrically Charged Balloons
 - Magnetism and Electricity: Part 1
 - Magnetism and Electricity: Part 2
 - <u>Unit Review and Test</u>

Course: Science 5 A

Display Name: Science 5 A

- Be a Scientist (Unit)
 - Ė--- <u>Lessons</u>
 - The Scientific Method: Part 1
 - The Scientific Method: Part 2
 - Focus on Skills and Safety
 - <u>+</u>... <u>Unit Review & Unit Test</u>
- E-Cells and Kingdoms (Unit)
 - : Lessons
 - E-Cells: Part 1
 - <u>Cells: Part 2</u>
 - Elassifying Life: Part 1
 - E-Classifying Life: Part 2
 - Plants: Part 1
 - Plants: Part 2
 - Classifying Animals: Part 1
 - Classifying Animals: Part 2
 - Animal Systems: Part 1
 - Animal Systems: Part 2
 - Lab: When Does Your Heart Work the Hardest?
 - <u> Unit Review</u>
 - Unit Test
- Parents and Offspring (Unit)
 - .: <u>Lessons</u>
 - Reproduction
 - Plant Life Cycles: Part 1
 - Plant Life Cycles: Part 2
 - Inquiry Skill: Observe
 - Animal Life Cycles
 - Traits and Heredity

 - <u> Unit Test</u>
- Interactions in Ecosystems (Unit)
 - - Energy Flow in Ecosystems: Part 1
 - Energy Flow in Ecosystems: Part 2
 - Relationships in Ecosystems
 - Inquiry Skill: Predict

- + Adaptation and Survival: Part 1
- + Adaptation and Survival: Part 2
- Unit Test
- Ecosystems and Biomes (Unit)
 - Lessons
 - E-Cycles in Ecosystems: Part 1
 - Cycles in Ecosystems: Part 2
 - Changes in Ecosystems: Part 1
 - thanges in Ecosystems: Part 2
 - Inquiry Skill: Interpret Data
 - Biomes: Part 1
 - Biomes: Part 2

 - <u>Water Ecosystems: Part 2</u>
- Our Dynamic Earth (Unit)
 - Lessons
 - Earth's Landforms: Part 1
 - Earth's Landforms: Part 2
 - Inquiry Skill: Make a Model

 - <u>Volcanoes</u>
 - **Earthquakes**
 - **±** Shaping Earth's Surface: Part 1
 - **±** Shaping Earth's Surface: Part 2
- Protecting Earth's Resources (Unit)
 - Lessons

 - Himmerals and Rocks: Part 2
 - Inquiry Skill: Classify
 - ±-- Soil
 - Fossils and Energy: Part 1
 - Fossils and Energy: Part 2
 - Air and Water: Part 1
 - Air and Water: Part 2

 - ... Unit Test

Course: Science 5 B

Display Name: Science 5 B

- Weather Patterns (Unit)
 - Ė--- <u>Lessons</u>
 - The Atmosphere and Weather: Part 1
 - The Atmosphere and Weather: Part 2
 - Inquiry Skill: Communicate
 - Elouds and Precipitation: Part 1
 - E-Clouds and Precipitation: Part 2
 - Lab: Can You Tell that Water Vapor Is in the Air?
 - Severe Storms: Part 1
 - Severe Storms: Part 2
 - <u>Climate</u>

 - ... Unit Test
- E-The Universe (Unit)
 - - Earth and Sun
 - Inquiry Skill: Use Numbers
 - **±** Earth and Moon
 - The Solar System: Part 1
 - The Solar System: Part 2
 - + Stars and the Universe: Part 1
 - Stars and the Universe: Part 2
 - <u>Unit Review</u>
 - ... Unit Test
- Comparing Kinds of Matter (Unit)
 - -- Lessons
 - Properties of Matter
 - Inquiry Skill: Infer
 - **<u> Elements: Part 1</u>**
 - **<u> Elements: Part 2</u>**
 - Hetals, Nonmetals, and Metalloids: Part 1
 - Metals, Nonmetals, and Metalloids: Part 2
 - Lab: Electrical Conductivity
 - <u> Unit Review</u>
- Physical and Chemical Changes (Unit)
 - Lessons

- **±** Changes of State
- Inquiry Skill: Use Variables
- <u>Handler</u> Mixtures: Part 1
- Mixtures: Part 2
- <u>Lab: How Can You Separate Mixtures?</u>
- E- Compounds and Chemical Changes: Part 1
- E-Compounds and Chemical Changes: Part 2
- Acids, Bases, and Salts: Part 1
- +-- Acids, Bases, and Salts: Part 2
- <u>Unit Review</u>
- <u>Unit Test</u>
- □-- Using Forces (Unit)
 - -- Lessons

 - Motion: Part 2
 - Forces and Motion: Part 1
 - Forces and Motion: Part 2
 - Inquiry Skill: Measure
 - **Work and Energy**
 - <u>Lab: What Affects Potential and Kinetic Energy?</u>
 - **<u>+</u>** -- Simple Machines
 - <u> Unit Review</u>
 - Unit Test
- Using Energy (Unit)
 - Lessons
 - ... Heat
 - Inquiry Skill: Form a Hypothesis
 - Sound
 - Lab: How Can You Change a Sound?
 - i Light
 - **±** Electricity

 - Lab: Electric Current and Electromagnets

Course: Science 6 A

Display Name: Science 6 A

- The Nature of Science (Unit)
 - Ė--- <u>Lessons</u>
 - 1 Taking Flight Portfolio Project
 - Learning About the World Through Science
 - Models in Science
 - Evaluating Scientific Explanation
 - Lab: Identifying Parts of an Investigation
 - **Description and Measurement**
 - <u> SI Units</u>
 - <u>Inamings, Tables, and Graphs</u>
 - <u>Unit Review</u>
- The Nature of Matter (Unit)
 - Ė --- <u>Lessons</u>
 - Everyday Chemistry Portfolio Project
 - Physical Properties and Changes
 - Chemical Properties and Changes
 - Lab: Fruit Salad Favorites
 - Structure of Matter
 - The Simplest Matter
 - E- Compounds and Mixtures
 - <u>Unit Review</u>
- Interactions of Matter (Unit)
 - Ė--- <u>Lessons</u>
 - Methods of Travel Portfolio Project
 - Motion
 - Newton's Laws of Motion
 - Work and Simple Machines
 - ±- Lab: Motion
 - Energy Changes
 - <u>Temperature</u>
 - the Chemical Energy
 - Lab: Comparing Temperature Changes
 - <u> Unit Review</u>
 - **<u> Unit Test</u>**
- Electricity and Magnetism (Unit)

- Lessons
 - **<u> Electrical Charge</u>**
 - Electric Current
 - Lab: Batteries in Series and Parallel
 - Magnetic Forces
 - Lab: Magnets and Electric Current
 - <u> What are Waves?</u>
 - <u> Wave Behaviors</u>
 - <u>Unit Review</u>
 - ... Unit Test
- Earth's Changing Surface: Part 1 (Unit)
 - : Lessons
 - Mars Rocks Portfolio Project Optional
 - Minerals Earth's Jewels
 - Igneous and Sedimentary Rocks
 - <u>Hamorphic Rocks and the Rock Cycle</u>
 - Lab: Classifying Minerals
 - Earth's Moving Plates
 - **<u> Uplift of Earth's Crust</u>**
 - <u>Weathering, Erosion, and Soil Formation</u>

Course: Science 6 B

Display Name: Science 6 B

- Earth's Changing Surface: Part 2 (Unit)
 - Ė--- Lessons
 - Introduction to the Science Project
 - Weather Forecasting Portfolio Project
 - The Atmosphere
 - Earth's Weather
 - Air Masses and Fronts
 - Ocean Water
 - <u>Lab</u>: <u>Desalination</u>
 - Ocean Currents and Climate
 - <u>₩aves</u>
 - Life in the Oceans
 - Earth's Changing Surface: Part 2 Unit Review
 - Earth's Changing Surface: Part 2 Unit Test
 - The Science Project
- Beyond Earth (Unit)
 - Lessons
 - E- Constellations Unit Project
 - Radiation from Space
 - Early Space Missions
 - **E** Current and Future Space Missions
 - Earth's Place in Space
 - The Solar System
 - **±** Stars and Galaxies
 - Lab: Space Colony
 - <u>Unit Review</u>
 - Ū-- Unit Test
 - The Science Project
- Life's Diversity: Part 1 (Unit)
 - Ė--- <u>Lessons</u>
 - Genetic Traits Portfolio Project
 - The World of Cells
 - The Different Jobs of Cells
 - Lab: Water Movement in Plants
 - <u> What Is an Animal?</u>
 - Sponges, Cnidarians, Flatworms, and Roundworms
 - Mollusks and Segmented Worms

- + Arthropods and Echinoderms
- Life's Diversity: Part I Unit Review
- Life's Diversity: Part I Unit Test
- The Science Project
- Life's Diversity: Part 2 (Unit)
 - Lessons
 - Charles Darwin Portfolio Project
 - Chordate Animals
 - + Amphibians and Reptiles
 - ... Birds

 - Body Systems
 - Lab: Improving Reaction Time
 - Human Reproduction
 - E-Continuing Life
 - Genetics: The Study of Inheritance
 - <u>Life's Diversity Unit Review</u>
 - Life's Diversity Unit Test
 - The Science Project
- Life and the Environment (Unit)
 - Lessons
 - Barrier Islands Portfolio Project
 - ₩hat Is an Ecosystem?
 - Relationships among Living Things
 - Energy through the Ecosystem
 - <u>+</u> ... <u>Natural Resource Use</u>
 - Lab: Using Water
 - People and the Environment
 - Protecting the Environment
 - Life and the Environment Unit Review
 - Life and the Environment Unit Test

Course: Science 7 A

Display Name: Science 7 A

- The Nature of Science (Unit)
 - Ė--- <u>Lessons</u>
 - How Science Works
 - Scientific Problem Solving
 - How to Create a Graph Using Microsoft® Excel
 - How to Create a Science Lab Report
 - Lab: Pendulum Measurements
 - <u>Unit Review</u>
- Earth's Materials (Unit)
 - - Minerals
 - Mineral Identification
 - The Rock Cycle
 - Igneous Rocks
 - Metamorphic Rocks
 - Sedimentary Rocks
 - Lab: Classifying Sedimentary Rocks
 - **Unit Project: Geologic Marvels**
 - Earth's Materials Unit Review
 - Earth's Materials Unit Test
- Earth's Atmosphere and Beyond (Unit)
 - Lessons
 - Earth's Atmosphere
 - Energy Transfer in the Atmosphere
 - What Is Weather?
 - **Weather Patterns**
 - Lab: Reading a Weather Map
 - **⊕** What Is Climate?

 - Global Climate Changes Project
 - Earth's Motion and Seasons
 - Earth's Moon
 - The Solar System
 - Earth's Atmosphere and Beyond Unit Review
 - Earth's Atmosphere and Beyond Unit Test

- The Basis of Life: Part 1 (Unit)
 - Lessons
 - Living Things
 - How Are Living Things Classified?
 - <u>E--- Cell Structure</u>

 - + Moving Cellular Materials
 - Energy of Life
 - E- Cell Division and Mitosis
 - + Sexual Reproduction and Meiosis

 - Cancer Cell Project

 - ... <u>Unit Test</u>
- The Basis of Life: Part 2 (Unit)
 - Lessons
 - **Ġenetics**
 - Advances in Genetics
 - Lab: Case of the Missing Twin
 - Hamilton Ideas About Evolution
 - Elues About Evolution

 - The Basics of Life: Part 2 Unit Review
 - The Basics of Life: Part 2 Unit Test

Course: Science 7 B

Display Name: Science 7 B

- Human Body Systems: Part 1 (Unit)
 - Ė--- <u>Lessons</u>
 - ... <u>Blood</u>
 - <u> Circulation</u>
 - Lab: Microorganisms and Disease
 - <u>i</u> Immunity

 - The Digestive System
 - <u> Nutrition</u>
 - Lab: Particle Size and Absorption
 - The Respiratory System
 - The Excretory System
 - <u>Unit Project: Disease Over Time</u>
 - <u> Unit Review</u>
 - <u> Unit Test</u>
- Human Body Systems: Part 2 (Unit)
 - - ±-- The Skin
 - Lab: Measuring Skin Surface
 - The Muscular System
 - Lab: Major Bones of the Human Body
 - <u> The Skeletal System</u>
 - Lab: Sight vs. Sound Reactions
 - The Nervous System
 - Lab: Skin Sensitivity
 - The Endocrine System
 - The Reproductive System
 - Human Life Stages
 - Unit Project: Vital Vitamins
 - Human Body Systems: Part 2 Unit Review
 - Human Body Systems: Part 2 Unit Test
- The Interdependence of Life (Unit)
 - -- Lessons
 - Lab: The Plant That Wouldn't Grow
 - An Overview of Plants
 - Seed and Seedless Plants
 - Lab: Pollination: Flower to Fruit

- <u> The Environment</u>
- <u>Unit Lab Project: Identifying a Limiting Factor</u>
- Matter and Energy
- Lab: Energy Transfer
- Resources
- Lab: The Vanishing Swimming Hole
- **±** -- Pollution
- + The Three Rs of Conservation
- The Interdependence of Life Unit Review
- The Interdependence of Life Unit Test
- Matter and Energy: Part 1 (Unit)
 - - ± Lab: Finding the Differences
 - + Physical and Chemical Properties
 - Lab: Measuring Matter
 - + Physical and Chemical Changes
 - <u> Matter</u>
 - Changes of State
 - Behavior of Fluids
 - **.** What Is a Solution?
 - . Solubility
 - <u>Unit Project: Salty Freeze</u>
 - + Acidic and Basic Solutions
 - Lab: Mystery of Potter's Pond

 - Matter and Energy: Part 1 Unit Test
- Matter and Energy: Part 2 (Unit)
 - Lessons
 - **⊞**--- Motion
 - Newton's First Law
 - Newton's Second Law
 - **±** Lab: Falling Objects
 - Newton's Third Law
 - <u>+</u> What Is Energy?
 - ±- Lab: Energy Relationships
 - Energy Transformations
 - Sources of Energy
 - Lab: Energy to Power Your Life
 - <u>Unit Project: Spread the Word: Energy Choice</u>
 - **★** Matter and Energy Unit Review
 - **★** Matter and Energy Unit Test

Course: Science 8 A

Display Name: Science 8 A

- The Nature of Science (Unit)
 - ... <u>Lessons</u>
 - What Is Science?
 - Doing Science
 - Scientific Measurements
 - How to Create a Graph Using Microsoft® Excel
 - How to Create a Science Lab Report
 - **Science and Technology**
 - Lab: When Is the Internet the Busiest?
 - <u> Unit Review</u>
 - Unit Test
- Humans and Heredity (Unit)
 - E--- Lessons
 - Traits and the Environment
 - Lab: Jelly Bean Hunt
 - Genetics
 - Environmental Impact Over Time
 - The Human Organism
 - How Your Body Works
 - <u> Unit Review</u>
- Ecology (Unit)
 - Lessons
 - Living Earth
 - Populations
 - Interactions Within Communities
 - **♣** Abiotic Factors
 - **E** Cycles in Nature
 - **<u> Energy Flow</u>**
 - How Ecosystems Change
 - <u> Biomes</u>
 - Lab: Studying a Land Ecosystem
 - Aquatic Ecosystems
 - <u> Unit Review</u>
- Earth's Changes over Time (Unit)
 - Ė --- <u>Lessons</u>

- E-Continental Drift
- Seafloor Spreading
- Theory of Plate Tectonics
- Earthquakes
- <u>Volcanoes</u>
- Earthquakes, Volcanoes, and Plate Tectonics
- ... <u>Fossils</u>
- Relative Ages of Rocks
- + Absolute Ages of Rocks
- Life and Geologic Time
- Early Earth History
- Middle and Recent Earth History
- <u>Unit Review</u>

Course: Science 8 B

Display Name: Science 8 B

- Earth's Place in the Universe (Unit)
 - Ė--- <u>Lessons</u>
 - ± -- Earth
 - The Moon Earth's Satellite
 - Exploring Earth's Moon
 - The Solar System
 - Lab: Planetary Orbits
 - <u> The Inner Planets</u>
 - The Outer Planets
 - Other Objects in the Solar System
 - Stars

 - Evolution of Stars
 - Galaxies and the Universe
 - Semester Lab: Lost in Space Checkpoint #1
 - <u> Unit Review</u>
- Chemistry of Matter (Unit)
 - Lessons
 - Models of the Atom
 - The Nucleus
 - Lab: Modeling Half-Life
 - Introduction to the Periodic Table
 - **±** Representative Elements
 - Transition Elements
 - Why Do Atoms Combine?
 - How Elements Bond
 - Chemical Formulas and Equations
 - Rates of Chemical Reactions
 - Semester Lab: Lost in Space Checkpoint #2
 - <u> Unit Review</u>
 - ... <u>Unit Test</u>
- Motion, Forces, and Energy (Unit)
 - - <u>₩hat Is Motion?</u>
 - **Acceleration**

- Newton's First Law
- Newton's Second Law
- H--- Newton's Third Law
- +-- Assessment: Life of a Scientist
- <u> Work and Power</u>
- <u>Using Machines</u>
- **±** -- Simple Machines
- Temperature and Thermal Energy
- ... <u>Heat</u>
- Engines and Refrigerators
- Unit Review
- : Unit Test
- Physical Interactions (Unit)
 - Lessons
 - Electric Charge
 - Electric Current
 - Electric Circuits
 - <u>What Is Magnetism?</u>
 - Lab: Make a Compass
 - Electricity and Magnetism: Part 1
 - Electricity and Magnetism: Part 2

 - Lab: Rope Waves
 - **±** Sound Waves

 - Semester Lab: Lost in Space Checkpoint #4

Course: Science K A

Display Name: Science K A

- ∃--- Units & Lessons
 - My Body (Unit)
 - - Grow and Change
 - **Appearances**
 - Making a Puppet

 - **i** Growing Up
 - Reviewing Body Parts
 - ... Skin Care
 - Healthy Habits
 - **±** -- Feelings
 - Healthy Eating Habits
 - My Senses (Unit)
 - -- Lessons
 - Introduction to the Senses
 - <u> Touch</u>

 - Hear Hear
 - Smell
 - Reviewing the Senses
 - ☐—The Seasons (Unit)
 - Lessons
 - Introduction to the Seasons
 - Four Seasons
 -<u>Fall</u>
 - <u>₩inter</u>
 - E- Keeping Healthy in Winter
 - ±--Spring: Lesson 1
 - ±--Spring: Lesson 2
 - ±--Summer
 - Reviewing the Seasons
 - The Weather (Unit)
 - Lessons
 - introduction to Weather
 - Sun and Wind
 - <u> Temperature</u>
 - **⊕** Water and Clouds
 - <u> Water Cycle</u>
 - <u> Weather Report</u>

Course: Science K B

Display Name: Science K B

- Land, Water, and Air (Unit)
 - Ė --- <u>Lessons</u>
 - Our World

 - **±** Sand
 - <u> ₩ater</u>
 - Helting Ice

 - Oceans
- □ Space (Unit)
 - <u>Lessons</u>
 - **Introduction to Space**
 - **<u> Sun and Earth</u>**

 - **E** Constellations
- Plants (Unit)
 - Lessons
 - Introduction to Plants
 - <u> Seeds</u>
 - Trees
 - **<u> Flowers</u>**
 - Plant Growth: Lesson 1
 - Firm Plant Growth: Lesson 2
- Animals (Unit)
 - Ė --- <u>Lessons</u>
 - Different Animals
 - **♣** Animals Grow
 - **♣**-- Animal Needs
 - 4 Animals Change
 - <u> Animal Movement</u>
 - **≜** Animal Trainers
- Caring for Our World (Unit)
 - ... <u>Lessons</u>
 - Our World
 - Learning to Care
 - **<u> Saving the Earth</u>**

- <u>Saving Energy</u>
- E--- Review (Unit)
 - ... <u>Lessons</u>
 - Elassifying
 - Inferring
 - E-Communication

 - Estimating

Course: American Government A

Display Name: American Government A

- E-Foundations of American Government (Unit)
 - Ė-- Lessons
 - Principles of Government
 - The Formation of Governments
 - Types of Government
 - Economic Theories
 - The Colonial Period
 - **Uniting for Independence**
 - The Articles of Confederation
 - The Constitutional Convention
 - **Structure and Principles**
 - Three Branches of Government
 - + Amending the Constitution
 - **±** The Amendments
 - National and State Powers
 - Relations Among the States
 - Developing Federalism
 - Federalism and Politics
 - Foundations of American Government Unit Review
 - Foundations of American Government Unit Test
- The Legislative Branch (Unit)
 - - E- Congressional Membership
 - The House of Representatives
 - <u>The Senate</u>
 - **E**—Congressional Committees
 - **Staff and Support Agencies**
 - Constitutional Powers
 - Investigations and Oversight
 - E- Congress and the President
 - + How a Bill Becomes a Law
 - Taxing and Spending Bills
 - Influencing Congress
 - Helping Constituents
 - The Legislative Branch Unit Review
 - **±** The Legislative Branch Unit Test
- The Executive Branch (Unit)

- Lessons
 - + President and Vice President
 - Electing the President
 - The Cabinet
 - The Executive Office
 - + Presidential Powers
 - Roles of the President
 - <u> Styles of Leadership</u>
 - Bureaucratic Organization
 - + The Civil Service System
 - The Bureaucracy at Work
 - The Executive Branch Unit Review
 - The Executive Branch Unit Test
- - Lessons
 - Powers of the Federal Courts
 - **Lower Federal Courts**
 - The Supreme Court
 - The Supreme Court at Work
 - +-- Shaping Public Policy
 - Influencing Court Decisions
 - The Judicial Branch Unit Review
 - The Judicial Branch Unit Test
- --- American Government A Final (Unit)
 - : Lessons
 - + American Government A Review
 - + American Government A Final

Course: American Government B

Display Name: American Government B

- Liberty and Justice for All (Unit)
 - ... <u>Lessons</u>
 - E- Constitutional Rights
 - Freedom of Religion
 - Freedom of Speech
 - Freedom of the Press
 - Freedom of Assembly
 - **A** Nation of Immigrants
 - The Basis of Citizenship
 - The Rights of the Accused
 - Equal Protection of the Law
 - E-Challenges for Civil Liberties
 - Sources of American Law
 - ±- Civil Law
 - Criminal Law
 - Liberty and Justice for All Unit Review
 - Liberty and Justice for All Unit Test
- Participating in Government (Unit)
 - Lessons
 - **Development of Parties**
 - **Party Organization**
 - Nominating Candidates
 - Election Campaigns
 - Expanding Voting Rights
 - Influences on Voters
 - Interest Group Organization
 - Affecting Public Policy
 - Shaping Public Opinion
 - Measuring Public Opinion
 - How Media Impact Government
 - **±** Regulating Print and Broadcast Media
 - The Internet and Democracy
 - Participating in Government Unit Review
 - Participating in Government Unit Test
- Public Policies and Services (Unit)
 - Ė --- <u>Lessons</u>

- Preparing the Federal Budget
- <u>Hanaging the Economy</u>
- **Business and Labor Policy**
- + Agriculture and Environment
- Health and Public Assistance
- Education, Housing, and Transportation
- Development of Foreign Policy
- + Shared Foreign Policy Powers
- **±** State and Defense Departments
- Foreign Policy in Action
- Public Policies and Services Unit Review
- Public Policies and Services Unit Test
- - -- Lessons
 - **State Constitutions**
 - The Three Branches
 - **State Government Policy**
 - Financing State Government
 - **Structure of Local Government**
 - + Serving Localities
 - E- Challenges of Urban Growth
 - ± State and Local Government Unit Review
 - State and Local Government Unit Test
- Political and Economic Systems (Unit)
 - -- Lessons
 - **Democratic Governments**
 - + Authoritarian Governments
 - International Organizations
 - Global Issues
 - E- Capitalist and Mixed Systems
 - Emerging Economies

 - The Global Economy
 - Political and Economic Systems Unit Review
 - + Political and Economic Systems Unit Test
- American Government B Final (Unit)
 - Ė--- Lessons
 - 4 American Government B Review
 - American Government B Final

Course: **Economics**

Display Name: Economics

■ Units & Lessons

Introduction to Economics (Unit)

Ė--- Lessons

- E- Scarcity, Production Factors, and Opportunity Cost
- Production Possibilities Curves
- Answering the Three Economic Questions
- Free Market, Planned, and Modern Economies
- Benefits of Free Enterprise, Growth, and Stability
- Providing Public Goods and a Safety Net
- <u> Unit Review</u>
- <u>Unit Assessment</u>
- How Markets Work (Unit)
 - Lessons
 - **±** ... <u>Understanding Demand</u>
 - Demand Curve Shifts and Elasticity of Demand
 - Understanding Supply
 - Costs of Production
 - E- Changes in Supply
 - Supply and Demand and Market Equilibrium
 - The Role of Prices
 - Perfect Competition and Monopoly
 - E- Competition, Oligopoly, and Regulation
 - <u>Unit Review</u>
- Business and Labor (Unit)
 - Ė --- <u>Lessons</u>
 - Sole Proprietorships
 - **Partnerships**
 - Corporations and Mergers
 - Other Organizations
 - Labor Market Trends
 - **±** Labor and Wages
 - Organized Labor

 - <u>Unit Assessment</u>
- Money, Banking, and Finance (Unit)

The History of American Banking and Banking Today **Saving and Investing** Bonds and Other Financial Assets The Stock Market <u> Unit Review</u> — Measuring Economic Performance (Unit) Lessons Gross Domestic Product Business Cycles Economic Growth • Inflation • Poverty <u> Unit Review</u> <u>+</u> Unit Assessment Government and the Economy (Unit) Ė--- Lessons Taxes Federal, State, and Local Taxes and Spending Fiscal Policy Options Budget Deficits and the National Debt The Federal Reserve System and its Functions Monetary Policy Tools Monetary Policy and Macroeconomic Stabilization <u> Unit Review</u> - The Global Economy (Unit) Lessons • Why Nations Trade Trade Barriers and Agreements Measuring Trade Levels of Development 1ssues in Development Financing Development <u> Transitions to Free Enterprise</u> <u> Unit Review</u> <u>Unit Assessment</u> Economics Final Exam (Unit) ... <u>Lessons</u>

New Mexico Connections Academy

Economics Final Exam Review

Economics Final Exam

Course: Geography (World Geography)

Display Name: World Geography

- People and Places (Unit)
 - Ė-- Lessons
 - The Origins of Geography
 - The Lay of the Land
 - **Defining Human Geography**
 - The World at Large
- Europe (Unit)
 - -- Lessons
 - **±** Europe's Physical Landscape
 - **±** Europe's Cultural Landscape
 - **Europe's Political Landscape**
 - Europe's Economic Landscape
- Africa (Unit)
 - Lessons
 - # Africa's Physical Landscape
 - # Africa's Cultural Landscape
 - # Africa's Political Landscape
 - + Africa's Economic Landscape
- Asia (Unit)
 - - An Introduction to Asia
 - The Cultural Landscape of India
 - The Political Landscape of China
 - Em China's Growing Economy
- North America (Unit)
 - Ė--- Lessons
 - The Physical Landscape of North America
 - The Cultural Landscape of North America
 - The Political Landscape of North America
 - The Economic Landscape of North America
- South America (Unit)
 - ... <u>Lessons</u>
 - The Physical Landscape of South America
 - The Cultural Landscape of South America
 - South America's Political Landscape
 - **±** South America's Economic Landscape
- Australia, New Zealand, and the Pacific Islands (Unit)

- Lessons
 - + An Introduction to Oceania
 - The Cultural Landscape of Oceania
 - The Other Land Down Under
 - The Economic Landscape of Oceania
- Current Issues (Unit)
 - Lessons
 - **Strength in Numbers?**
 - The Clock Is Ticking
 - Climate Change and Pollution
 - A Second Chance
- Final Review and Exam (Unit)
 - - Geography Final Review
 - Geography Final Exam

Course: Geography and Society

Display Name: Geography and Society

- Geography Workshop (Unit)
 - Ė--- <u>Lessons</u>
 - Introduction to Geography
 - **Introduction to Maps**
 - Mental Maps
 - <u> Patrol Maps</u>
 - Representing the Earth: History
 - **±** Absolute Location
 - ... <u>Regions</u>
 - Shape of the World

 - **E**—Careers in Geography
 - <u> Unit Review</u>
- Physical Systems (Unit)
 - Ė --- <u>Lessons</u>
 - An Introduction to Physical Systems
 - Forces of Change: The Lithosphere
 - Water Cycle: The Hydrosphere
 - The Skies Above: The Atmosphere
 - Life on Earth: The Biosphere
 - <u> Climate and Weather</u>
 - The Earth-Sun Relationship
 - + Predicting the Weather
 - Natural Disasters
 - The Christmas Day Tsunami (2004)
 - <u>Unit Review</u>
- Environmental Issues (Unit)
 - E--- Lessons

 - Population Growth
 - ±- Land Use
 - **E**—Conservation
 - Climate Change
 - **±**-- Energy
 - Investigating Energy Alternatives

<u>Init Review</u> - Human Systems (Unit) Lessons Introduction to Culture How Geography Influences Culture E Culture and Society Introduction to Western Religions Introduction to Eastern Religions Introduction to Government • Modern Government Portfolio - Political Maps Economic Systems E-Cultural Change <u> Unit Review</u> <u>**H**</u> <u>Unit Assessment</u> - Migration and Cultural Exchange (Unit) Ė--- Lessons Population **<u> Future Trends</u>** Migration Immigrants and Refugees **±** Stories from a Small World Eultural Exchange The Most Recognized Symbols on Earth <u> Unit Review</u> <u> Unit Assessment</u> - Resources and Conflict (Unit) Ė --- <u>Lessons</u> Introduction to Regional Conflict ± Xinjiang E- Chechnya <u>Burma (Myanmar)</u> **E** Kashmir • Quebec <u> Somalia</u> E- Compare and Contrast Regional Conflicts <u> Unit Review</u> <u>**H**</u> <u>Unit Assessment</u> Geography and Society Final Exam (Unit)

Ė--- Lessons

• Geography and Society Final Review

⊞ Geography and Society Final Exam

Course: Personal Finance

Display Name: Personal Finance

- Money Management and Career Planning (Unit)
 - Ė--- <u>Lessons</u>
 - The History of Money
 - Personal Finance Planning
 - Finances and Career Planning
 - Money Management Strategy
 - Consumer Purchasing and Protection
- Taxes, Retirement, and Health Insurance (Unit)
 - Ė --- <u>Lessons</u>
 - + Planning Your Tax Strategy
 - **Insurance and Risk Management**
 - Health Insurance and Financial Planning
 - Retirement Planning and Estate Planning
- Consumer Credit and Investing (Unit)
 - - **Saving and Investing**
 - + Real Estate and Other Investments
- Starting a Business (Unit)
 - Lessons
 - Types of Business Arrangements
 - **Business Plans**
 - Financial Plans
- Operating your Business (Unit)
 - - **±** Funding Sources
 - Financial Accountings
 - Managing Payroll
 - H-Merchandise Pricing and Costing
- Review and Final Exam (Unit)
 - Lessons
 - + Personal Finance Final Review
 - Personal Finance Final Exam

Course: VS: Psychology A

Display Name: Psychology A

- Introducing Psychology (Unit)
 - Ė--- <u>Lessons</u>
 - Why Study Psychology?
 - Psychology as a Science
 - The Roots of Psychology
 - Early Perspectives
 - **Schools of Thought**
 - En Careers in Psychology
- Research Methods Statistics (Unit)
 - Lessons
 - Goals of Research
 - Research Methods
 - <u>+</u> Data Collection Methods
 - **±** Understanding Data
- Basics of the Nervous System (Unit)
 - Ė -- Lessons
 - The Neuron
 - The Nervous System
 - ±- The Brain
 - Modern Brain Research Techniques
 - Hormones, Heredity, and Environment
- Altered States (Unit)
 - Ė --- <u>Lessons</u>
 - ... Sleep

 - **Your Brain on Drugs**
- Sensation and Perception (Unit)
 - Lessons

 - The Senses
 - Perception
- Development Theories (Unit)
 - -- Lessons
 - Introduction to Developmental Psychology
 - Freud's Theories

 - Piaget's Theories

- Social Development Theory
- Final Review and Exam (Unit)
 - Lessons
 - Psychology A Final Review
 - Psychology A Final Exam

Course: VS: Psychology B

Display Name: Psychology B

- Psychological Testing (Unit)
 - Ė--- <u>Lessons</u>

 - Intelligence Tests
 - **Aptitude Tests**
 - Personality Tests
- Theories of Personality (Unit)
 - : Lessons
 - What is Personality
 - Psychoanalytic Theories
 - Learning Theories
 - Humanistic Theories
 - **E**—Cognitive Theories
 - Trait Theories
- Learning, Memory, and Motivation (Unit)
 - Lessons
 - E-Classical Conditioning
 - Operant Conditioning
 - Memory Part 1
 - <u>Hart 2</u> Memory Part 2
 - **<u> Your Brain's Database</u>**
 - E- Forgetting
 - Thinking and Problem Solving
 - ±- Language
- Stress, Coping, and Mental Health (Unit)
 - - Stress and Health
 - Effects of Stress
 - E- Coping with Stress
- <u> □ Disorders (Unit)</u>
 - Ė--- <u>Lessons</u>
 - **₩hat is Normal?**
 - **Anxiety Disorders**
 - **Somatoform and Dissociative Disorders**

 - Personality Disorders
 - **<u>+</u>** Drug Addiction

- Therapy and Change (Unit)
 - - What is Psychotherapy?
 - Psychoanalysis
 - Humanistic Therapy
 - E- Cognitive Therapy
 - Behavioral Therapies
 - Biological Approaches
- Final Review and Exam (Unit)
 - Lessons
 - Psychology B Final Exam Review
 - Psychology B Final Exam

Course: Social Studies 1 A

Display Name: Social Studies 1 A

- Time for School (Unit)
 - Ė --- <u>Lessons</u>
 - Time for School Unit Introduction
 - Families Long Ago
 - Home and School
 - <u>Citizenship: Ruby Bridges Hall</u>
 - <u> Read a Calendar</u>
 - Rules We Follow
 - Learning About My School
 - Things We Use
 - Unit 1 Portfolio: My School
 - <u>Unit Review</u>
 - ... <u>Unit Test</u>
- ☐—In My Community (Unit)
 - - In My Community Unit Introduction
 - Welcome to My Neighborhood
 - Map and Globe Skills: Use a Map Key
 - <u>Different Kinds of Communities</u>
 - Map and Globe Skills: Use Four Directions
 - Special Things We Do
 - E-Chinese New Year
 - **⊕** Community Laws and Leaders
 - Where in the World Do I Live?
 - **⊕** Continents and Oceans
 - In My Community Unit Portfolio
 - In My Community Unit Review
 - <u> Unit 2 Test</u>
- --- Work! Work! Work! (Unit)
 - Ė -- Lessons
 - Work! Work! Work! Introduction
 - Ben's Jobs
 - Needs and Wants
 - Then and Now: Changing Toys
 - **±** -- Spending and Saving
 - Money Around the World
 - Welcome to Job Day

- Kid's Kitchen
- Meet Clara Barton
- Interview with a Farmer
- Map and Globe Skills: Follow a Route
- George Washington Carver
- From Place to Place
- Work! Work! Work! Review
- Work! Work! Work! Test

Course: Social Studies 1 B

Display Name: Social Studies 1 B

- Our Earth, Our Resources (Unit)
 - Ė--- <u>Lessons</u>
 - Our Earth, Our Resources Introduction
 - Different Kinds of Weather
 - Ehart and Graph Skills: Read a Time Line
 - Looking at Our Land and Water
 - Map and Globe Skills: Locate Land and Water
 - Our Earth's Resources
 - **!** Interview about Farm History
 - Earing for Our Resources
 - **±** <u>Endangered Animals</u>
 - Our Earth, Our Resources Portfolio
 - Our Earth, Our Resources Unit Review
- This Is Our Country (Unit)
 - <u>Lessons</u>
 - This Is Our Country Unit Introduction
 - Native Americans
 - Native American Objects
 - Early Travelers to America
 - The Colonies Become Free
 - Benjamin Franklin
 - **!** Symbols in Our Country
 - Our Country's Flag
 - <u>We Celebrate Holidays</u>
 - Abraham Lincoln
 - Endosing Our Country's Leaders
 - Eleanor Roosevelt
 - This Is Our Country Unit Review
 - <u> Unit 5 Test</u>
- Our Country, Our World (Unit)
 - Lessons
 - Our Country, Our World
 - Usiting the Market
 - How Things Have Changed
 - Inventors and Inventions
 - <u>Telephones</u>

- How Travel Has Changed
- Life Around the World
- Our Country, Our World Portfolio
- E- Chart and Graph Skills: Read a Bar Graph
- Lawrence Yep
- Our Country, Our World Unit Review
- <u> Unit Test</u>

Course: Social Studies 2 A

Display Name: Social Studies 2 A

- -Where We Live (Unit)
 - Ė--- <u>Lessons</u>
 - Where We Live Unit Preview
 - Living in a Neighborhood
 - <u>Citizen Heroes: Kids Care Clubs</u>
 - Problem Solving at the Library
 - A Walk Through a Community
 - Hap and Globe Skills: Read a City Map
 - Then and Now: How a Community Changes
 - E- Comparing Communities
 - Our State and Country
 - Where We Live Unit Biography
 - Our Country Is a Part of the World
 - Where We Live Unit Portfolio
 - Where We Live Unit Review
 - Where We Live Unit Test
- Our Earth (Unit)
 - .: Lessons
 - Our Earth Unit Preview
 - Interview with a Geographer
 - Map and Globe Skills: Landforms and Water on a Map
 - **Where People Live**
 - My Country, Many Shapes: Part 1
 - From My Orchard to You
 - Our Earth's Resources
 - E-Caring For Our Resources
 - My Country, Many Shapes: Part 2
 - Our Earth Unit Biography
 - <u>Citizen Heroes: The Earth's Angels</u>
 - My Country, Many Shapes: Part 3
 - Our Earth Unit Review
 - Our Earth Unit Test
- --- Working Together (Unit)
 - <u> Lessons</u>
 - Working Together Unit preview
 - Choosing Goods and Services
 - Thinking Skills: Make a Decision

- <u>Citizen Heroes: Phoenix Kids Pride Program</u>
- Services in Our Community
- Goods from the Factory to You
- Map and Globe Skills: Use a Compass Rose
- A Trip to the Bank
- Em Chart and Graph Skills: Read a Pie Chart
- Biography: Linda Alvarado or Florence Nightingale
- Countries Trade and Move Goods
- Then and Now: Bartering Goods
- Working Together Unit Portfolio
- Working Together Unit Review
- Working Together Unit Test

Course: Social Studies 2 B

Display Name: Social Studies 2 B

- Our Country Today (Unit)
 - Ė--- <u>Lessons</u>
 - Our Country Today Unit Preview
 - **Local Government**
 - E Citizen Heroes: Anna Beavers
 - **State Government**
 - Federal Government
 - **Uoting for Leaders**
 - Biography: Susan B. Anthony or Thurgood Marshall
 - The Land of Freedom
 - <u>Use a Map Grid</u>

 - Flags Around the World
 - Our Country Today Unit Portfolio
 - Our Country Today Unit Review
 - Our Country Today Unit Test
- Our Country Long Ago (Unit)
- - Ė--- <u>Lessons</u>
 - Our Country Long Ago Unit Preview
 - The First Americans
 - + Citizen Heroes: Ella Clara Deloria
 - Colonies
 - Map and Globe Skills: Use a Map Scale
 - + Thirteen Colonies, One Country
 - Our Country Grows
 - End Chart and Graph Skills: Read a Time Line
 - Then and Now: Westward Ho
 - <u>We Remember Americans</u>
 - Biography: Paul Revere or Sojourner Truth
 - Our Country Long Ago Unit Portfolio
 - Our Country Long Ago Unit Review
 - Our Country Long Ago Unit Test
- People and Places in History (Unit)
 - <u> Lessons</u>
 - People and Places in History Unit Preview
 - **±** -- Family History
 - People and Places in History Unit Portfolio

- <u> Citizen Heroes: Ellen Ochoa</u>
- People Celebrate
- E- Chart and Graph Skills: Read a Calendar
- Landmarks in Our Country
- Here and There: Landmarks around the World
- A Step Back in Time
- Ehart and Graph Skills: Read a Diagram
- Linking Our World
- Biography: Ieoh Ming Pei or Robert Fulton
- People and Places in History Unit Review
- People and Places in History Unit Test

Course: Social Studies 3 A

Display Name: Social Studies 3 A

- Our Community (Unit)
 - Ė--- <u>Lessons</u>
 - <u> Unit 1 Introduction</u>
 - Communities
 - <u>United States Communities</u>
 - **World Communities**
 - **African Communities**
 - **±** Understanding Map Scale
 - A Rural Community
 - A Suburban Community
 - **William Levitt**
 - + An Urban Community
 - My Dream Community
 - **Communities in Stories**
 - Here and There: Another Big City
 - <u> Unit Review</u>
- People in Communities (Unit)
 - Lessons
 - <u>Unit 2 Introduction</u>
 - Moving to a New Community
 - New Customs
 - time Citizen Heroes: Volunteering
 - Where Did They Come From?
 - A New Life in America
 - Map and Globe Skills: Intermediate Directions
 - <u>Celebrating Cultures</u>
 - Map and Globe Skills: Understand Hemispheres
 - Celebrating a Community's Past
 - Celebrations Across Our Nation
 - <u> Unit Review</u>
- Where Are Communities? (Unit)
 - <u> Lessons</u>
 - Unit 3 Introduction
 - What is Your Community's Environment?
 - Living in Different Climates

- Maria Martinez: Pottery Artist Biography
- <u> Use a Line Graph</u>
- Communities and Resources
- A Mountain Community
- **±** Daniel Boone Biography
- <u>A Water Community</u>
- E- Conflict Resolution
- A Crossroads Community
- <u>Citizen Heroes</u>
- <u>Unit Review</u>
- ... Unit Test
- -- Constitution Day (Lesson)

Course: Social Studies 3 B

Display Name: Social Studies 3 B

- History of Communities (Unit)
 - Ė--- <u>Lessons</u>
 - <u>Unit Introduction</u>
 - Explorers Come to North America
 - A Spanish Community
 - <u> Use a Locator Map</u>
 - A French Community
 - Issues and Viewpoints: Who Owns the Land?
 - An English Community
 - **E** Communities and Their Histories
 - <u> Transportation Over Time</u>
 - **Use a Time Line**
 - E-Communication Over Time
 - Inventions Over Time
 - Medicine Improves Over Time
 - Helen Keller
 - <u>Unit Review</u>
 - ±- Unit Test
- Communities at Work (Unit)
 - - Unit Introduction
 - Earning, Spending, and Saving
 - E-Choosing Wisely
 - A Community Business
 - English Chapter 9 Review and Quiz
 - <u>Using Resources</u>
 - Resource Maps
 - Depending on Others
 - **♣** A World of Trade

 - ±- Unit Test
- Governments (Unit)
 - Ė --- <u>Lessons</u>
 - Unit Introduction
 - Governments in the Past
 - <u> United States Government</u>
 - Here and There: Ancient Rome and Washington D.C.

- Being a Good Citizen
- Enapter 11 Quiz
- E- Community Services
- E-Community Leaders
- E- Community Building
- Grid Coordinates Mystery
- State Government

Course: Social Studies 4 A

Display Name: Social Studies 4 A

- Living in the United States (Unit)
 - Ė--- <u>Lessons</u>
 - Regions and Landforms
 - : Climate
 - Map and Globe Skills: Reading Inset Maps
 - Regional Resources
 - **<u>+</u>** Americans All

 - The Strengths of Our Freedoms
 - The Land of Plenty
 - Trade: Then and Now
 - **I** Transportation and Communication
 - <u> Unit Review</u>
 - <u> Unit Test</u>
- The Northeast (Unit)
 - - The Beautiful Northeast
 - Resources of the Northeast
 - Plentiful Sea

 - The Narragansett People
 - The Land of New Beginnings
 - <u> Using a Vertical Time Line</u>
 - ± Taking a Stand
 - Cities Grow and Change
 - Northeast Landmarks
 - Citizen Heroes: Capturing History
 - <u> Unit 2 Portfolio</u>

 - ... Unit Test
- The Southeast (Unit)
 - <u>Lessons</u>
 - Reading Social Studies: Main Ideas and Details
 - **±** Coastal Plains to the Mountains
 - Map and Globe Skills: Reading Elevation Maps
 - Sunlight and Storms
 - Wildlife and Resources

- The Cherokee
- Early History of the Southeast
- + Citizen Heroes: Speaking Out
- The Nation Divided
- The Glittering Cities
- The Southeast

- U.S. Constitution Day (Lesson)

Course: Social Studies 4 B

Display Name: Social Studies 4 B

- ☐—The Midwest (Unit)
 - Ė--- <u>Lessons</u>
 - Reading Social Studies: Cause and Effect
 - A Route to the Sea
 - Issues and Viewpoints
 - **<u> Badlands of South Dakota</u>**
 - **Bountiful Midwestern Farms**
 - <u>+</u> The Ojibwa
 - <u>Use a Search Engine on the Internet</u>
 - <u>★ The Fur Trade</u>
 - Building Farms
 - Hub of the Nation
 - <u>The Midwest</u>
 - **!--** Lewis and Clark Expedition
 - <u> Unit Review</u>
 - <u> Unit Test</u>
- The Southwest (Unit)
 - .: Lessons
 - Drawing Conclusions
 - **≜** A Land of Canyons
 - Making Generalizations
 - : Climates in the Southwest
 - Oil and Technology

 - Identifying Primary and Secondary Sources
 - Spanish Influence
 - Ranches and Drivers
 - Living in the Desert
 - Issues and Viewpoints
- - Ė--- <u>Lessons</u>
 - E- Compare and Contrast
 - **A Land of Mountains**
 - Climates in the West
 - Resources of the West

- The Tlingit
- Exploration and Growth
- Map Adventure: In Search of Gold
- **±** Understanding Longitude and Latitude
- **Business and Pleasure**
- <u>Citizen Heroes</u>
- <u> Unit Review</u>

Course: Social Studies 5 A

Display Name: Social Studies 5 A

- Early Life, East and West (Unit)
 - Ė--- <u>Lessons</u>
 - Migration to the Americas
 - E- Chart and Graph Skills
 - Early American Cultures
 - The Rise of Empires
 - The Eastern Woodlands
 - The Great Plains
 - Research and Writing Skills
 - The Southwest Desert
 - The Northwest Coast
 - Traveling Asia's Silk Road
 - Africa's Trading Empires
 - European Explorers
 - <u> Unit Review</u>
 - <u> Unit Test</u>
- Connections Across Continents (Unit)
 - E--- Lessons
 - The Voyages of Columbus
 - Map and Globe Skills
 - Different Worlds Collide
 - Life in New Spain
 - Hard Times in Virginia
 - New European Colonies
 - The First Colonies
 - Thinking Skills
 - The 13 Colonies
 - <u> Unit Review</u>
- Colonial Life in North America (Unit)
 - Ė --- <u>Lessons</u>
 - Working and Trading
 - Research and Writing Skills
 - E-Cities, Towns, and Farms
 - Everyday Life in the Colonies
 - Slavery in the Colonies
 - The Spanish Move North

- French Explore the Mississippi
- Map and Globe Skills
- The French and Indian War
- <u>Unit Review</u>
- <u> Unit Test</u>
- The American Revolution (Unit)
 - -- Lessons
 - <u> Trouble over Taxes</u>
 - + The Colonists Rebel
 - Research and Writing Skills
 - The Revolution Begins
 - <u> Declaration of Independence</u>
 - Patriots at War
 - The World Turned Upside Down
 - <u> Unit Review</u>
 - Unit Test
- Life in a New Nation (Unit)
 - Ė--- <u>Lessons</u>
 - A Weak Government
 - <u>Debate in Philadelphia</u>
 - **±** -- Ratifying the Constitution
 - Research and Writing Skills
 - Washington as President
 - Jefferson Looks West
 - <u>★</u> Map and Globe Skills
 - Another War with Britain
 - Life in a New Nation

 - Unit Test
 - --- Constitution Day (Lesson)

Course: Social Studies 5 B

Display Name: Social Studies 5 B

- A Growing Nation (Unit)
 - Ė--- <u>Lessons</u>
 - The United States Turns Fifty
 - A New Kind of Revolution
 - E- Chart and Graph Skills
 - The Struggle for Reform
 - **±** Settling the South and Texas
 - Trails to the West
 - The Golden State
 - Thinking Skills
 - <u> Unit Review</u>
- □ War Divides the Nation (Unit)
 - - North and South Grow Apart
 - Thinking Skills
 - Resisting Slavery
 - The Struggle Over Slavery
 - The First Shots Are Fired
 - The Early Stages of the War
 - Life During the War
 - How the North Won
 - Map and Globe Skills
 - The End of Slavery
 - <u>Unit Review</u>
 - ... Unit Test
- Expansion and Change (Unit)
 - Ė --- <u>Lessons</u>
 - Rails Across the Nation
 - Map and Globe Skills
 - Farmers and Cowboys
 - <u>War in the West</u>
 - Inventions and Big Businesses
 - New Americans
 - Expansion Overseas
 - Thinking Skills
 - <u> Unit Review</u>

- . <u> •</u> <u>Unit Test</u>
- The United States and the World (Unit)
 - Lessons
 - Portfolio: Modern Society
 - A Time of Reforms
 - Research and Writing Skills
 - ₩orld War I
 - Times of Plenty, Times of Hardship
 - <u>₩orld War II</u>
 - + A Dangerous World
 - Struggle for Equal Rights
 - The Cold War Continues
 - Map and Globe Skills
 - Looking Toward the Future
 - <u>Unit Review</u>
 - <u>Unit Exam</u>

Course: Social Studies 6 A

Display Name: Social Studies 6 A

- Early Civilizations A (Unit)
 - Ė--- <u>Lessons</u>
 - <u> Timelines</u>
 - How Does a Historian Work?
 - History and Geography
 - Historical Atlas
 - **Links Across Time**
 - Early Humans
 - <u>What Is a Civilization?</u>
 - Mesopotamian Civilizations
 - Geography and History: Two Rivers in Mesopotamia
 - The First Empire
 - Early Civilizations A Review
 - **±** Early Civilizations A Unit 1 Test
- Early Civilizations B (Unit)
 - - The Nile Valley
 - Egypt's Old Kingdom
 - Geography and History: The Earliest Egyptians
 - + Ancient Egyptian Literature
 - The Egyptian Empire
 - E-Civilization of Kush
 - The Cultures of Ancient Egypt and Kush
 - **±** Geography's Influence on Early Civilizations
 - The First Israelites
 - The Kingdom of Israel
 - Geography and History: The City of Jerusalem
 - The Growth of Judaism
 - Ancient Israelite Literature and Culture
 - **Early Civilizations B Review**
 - Early Civilizations B Test
- The Ancient World A (Unit)
 - Lessons
 - The Early Greeks
 - Sparta and Athens
 - Persia Attacks the Greeks
 - The Age of Pericles

- The Culture of Ancient Greece
- Geography and History: Seven Wonders
- Greek Philosophy and History
- Alexander the Great
- **★** Geography and History: Alexander's March
- **±** Spread of Greek Culture
- Ancient Greek Literature
- The Ancient World A Review
- The Ancient World A Test
- Constitution Day (Lesson)

Course: Social Studies 6 B

Display Name: Social Studies 6 B

--- Units & Lessons

- The Ancient World B (Unit)
 - <u> i</u> --- <u>Lessons</u>
 - India's First Civilizations
 - **±** Geography and History: The Saraswati
 - Hinduism and Buddhism
 - India's First Empires
 - +-- Ancient Indian Literature
 - **⊕** China's First Civilizations
 - Life in Ancient China
 - Qin and Han Dynasties
 - Geography and History: The Ancient Silk Road
 - + Ancient Chinese Literature

 - The Ancient World B Test
- New Empires and New Faiths A (Unit)
 - Lessons
 - E-- Rome's Beginnings
 - Geography and History: Rome's Ideal Location
 - The Roman Republic
 - The Fall of the Republic
 - The Early Empire
 - Life in Ancient Rome
 - Geography and History: The Rhine River
 - **±** -- The Fall of Rome
 - The Byzantine Empire
 - New Empires New Faiths A Review
 - **→** New Empires and New Faiths A Test
- New Empires and New Faiths B (Unit)
 - .: <u>Lessons</u>
 - The First Christians
 - E- Christian Literature
 - <u> The Christian Church</u>
 - The Spread of Christian Ideas
 - Geography and History: San Marino

 - **±** -- Islamic Empires
 - Muslim Ways of Life
 - Geography and History: The Bedouins
 - ± -- Islamic Literature
 - New Empires and New Faiths B Review
 - New Empires and New Faiths B Test

Course: Social Studies 7 A

Display Name: Social Studies 7 A

- Focus on History, Part I (Unit)
 - Ė--- <u>Lessons</u>
 - The Byzantine Empire
 - The Beginnings of Islam
 - The Golden Age of Muslim Civilization
 - Africa and the Bantu
 - **H** Kingdoms of West Africa
 - East Africa's Great Trading Centers
 - South America and the Incas
 - Cultures of Middle America
 - Cultures of North America
 - Golden Ages of China
 - Medieval Japan
 - The Great Mughal Empire in India
 - Focus on History, Part I Unit Review
 - Focus on History, Part I Unit Test
- Focus on History, Part II (Unit)
 - Ė --- <u>Lessons</u>
 - Feudalism and the Manor System
 - The Church and the Rise of Cities
 - The Crusades
 - The Power of Kings
 - The Renaissance and Reformation
 - The Age of Exploration
 - The Age of Powerful Monarchs
 - Conquests in the Americas and Africa
 - The Enlightenment
 - Political Revolutions
 - The Industrial Revolution
 - Nationalism and Imperialism
 - ₩orld War I and the Russian Revolution
 - The Great Depression and World War II
 - The Postwar World
 - The World Today
 - Focus on History, Part II Unit Review
 - Focus on History, Part II Unit Test
- Focus on Geography, Part I (Unit)

- Lessons
 - The Five Themes of Geography
 - The Geographer's Tools
 - Our Planet, Earth
 - Forces Shaping Earth
 - Climate and Weather
 - How Climate Affects Vegetation
 - Population
 - Migration
 - Economic Systems
 - Political Systems
 - Focus on Geography, Part I Unit Review
 - Focus on Geography, Part I Unit Test
- Focus on Geography, Part II (Unit)
 - Lessons
 - Understanding Culture
 - Culture and Society
 - Eultural Change
 - Natural Resources
 - Land Use
 - People's Effect on the Environment
 - -- Constitution Day (Lesson)

Course: Social Studies 7 B

Display Name: Social Studies 7 B

- Build a Regional Background: The U.S. and Canada (Unit)
 - Ė--- Lessons
 - **±** -- Land and Water
 - **E** Climate and Vegetation
 - Resources and Land Use
 - The Arrival of the Europeans
 - Growth and Conflict in the United States
 - The U.S. on the Brink of Change
 - The History of Canada
 - The United States and Canada Today
 - **⊕** A Heritage of Diversity and Exchange
 - The United States: A Nation of Immigrants
 - The Canadian Mosaic
 - The U.S. and Canada Unit 1 Review
 - The U.S. and Canada Unit 1 Test
- Focus on Countries: The U.S. and Canada (Unit)
 - Lessons
 - The Northeast: An Urban Center
 - The South: The Growth of Industry
 - The Midwest: Leaving the Farm
 - The West: Using and Preserving Resources
 - Ontario and Quebec: Bridging Two Cultures
 - The Prairie Provinces: Canada's Breadbasket
 - British Columbia: Economic and Cultural Changes
 - The Atlantic Provinces: Relying on the Sea
 - The Northern Territories: New Frontiers
 - The U.S. and Canada Unit 2 Review
 - The U.S. and Canada Unit 2 Test
- Build a Regional Background: Latin America (Unit)
 - Ė --- <u>Lessons</u>
 - **±** Land and Water
 - Climate and Vegetation
 - Resources and Land Use
 - Early Civilizations of Middle America
 - The Incas: People of the Sun
 - **European Conquests**
 - <u> Independence</u>

- From Past to Present
- Cultures of Mexico and Central America
- The Cultures of the Caribbean
- The Cultures of South America
- Latin America Unit Review
- + Latin America Unit Test
- Focus on Countries: Latin America (Unit)
 - <u> i</u> ... <u>Lessons</u>
 - Mexico: Moving to the City
 - Guatemala: Descendants of an Ancient People
 - Panama: An Important Crossroads
 - E-Cuba: Clinging to Communism
 - Haiti: A Democracy in Progress
 - Puerto Rico: An American Commonwealth
 - Brazil: Geography Shapes a Nation
 - Peru: An Ancient Land Looks to the Future
 - E- Chile: Land of Contrasts
 - <u>Venezuela</u>: Oil Powers the Economy
 - Focus on Countries: Latin America Unit Review
 - Focus on Countries: Latin America Unit Test

Course: Social Studies K A

Display Name: Social Studies K A

- Getting Started (Unit)
 - Ė--- <u>Lessons</u>
 - Purpose of School (Flag)
 - **Appropriate Clothing**
 - Sun Safety
 - **<u> Sun Safety</u>**
 - <u> Water Safety</u>
 - Fire Safety
 - Poison Safety
 - + Poison Safety with Medicines
 - Emergency Preparations
 - **Emergency Preparations**

 - Proverbs
 - Proverbs
 - How Children Play
- - Ė--- <u>Lessons</u>
 - Share and be Polite
 - Privileges and Responsibilities at Home
 - Friendship

 - I Am Unique
 - **‡**-- Family
 - E-Family and Home
 - Home Home
 - **<u>‡</u>** Family Tree
 - **Family Members**
 - Family Members
 - Family Members
- My Neighborhood (Unit)
 - <u>Lessons</u>
 - E- Family, Neighborhood, and Community
 - Neighborhood Map

 - Strangers
 - Strangers

- ± Strangers
- E- Community Helpers: Part I (Unit)
 - <u> i</u> ... <u>Lessons</u>
 - E- Community Helpers
 - Firefighters
 - Police Officers
 - <u> Doctors</u>
 - Holidays (Lesson)
 - --- Birthdays (Lesson)
 - --- Halloween/Autumn (Lesson)
 - ---- Halloween/Autumn (Lesson)
 - --- Thanksgiving (Lesson)
 - ---- Thanksgiving: Pilgrim Children (Lesson)
 - --- Thanksgiving: I Am Thankful (Lesson)
 - --- Thanksgiving: I Am Thankful Book (Lesson)
 - Thanksgiving: Pilgrims and Native Americans (Lesson)
 - --- Thanksgiving: Cranberry Relish (Lesson)
 - --- Christmas (Lesson)
 - --- Holiday Celebrations (Lesson)
 - --- Christmas and Hanukkah Stories (Lesson)
 - --- Hanukkah (Lesson)
 - --- Potato Latkes (Lesson)
 - --- Dreidels (Lesson)
 - Cinnamon Dough Ornaments (Lesson)
 - --- Christmas Trees (Lesson)
 - Kwanzaa (Lesson)
 - --- New Year's Day (Lesson)

Course: Social Studies K B

Display Name: Social Studies K B

■ Units & Lessons

- Community Helpers: Part II (Unit)
 - Ė--- Lessons
 - Pilots, Air Traffic Controllers, and Flight Attend
 - Train Conductors and Engineers
 - <u>Teachers</u>
 - News Reporters

 - E- Chefs and Bakers
 - <u>Veterinarians</u>
 - <u>Dentists</u>
 - <u>₩hen I Grow Up</u>
- Our Past (Unit)
 - - <u> Dr. Martin Luther King, Jr.</u>
 - Hopes and Dreams
 - <u> U.S. President</u>
 - George Washington
 - George Washington
 - George Washington

 - Abraham Lincoln
 - Thomas Jefferson and Franklin Delano Roosevelt

Places (Unit)

- Ė--- <u>Lessons</u>
 - <u>In the City</u>
 - In the City
 - E- City Building
 - Life in the City and Life in the Country
 - In the Country
 - **±** <u>Transportation</u>
 - **±** Transportation
 - **Land Transportation**
 - Water Transportation
 - Air Transportation
 - **±** <u>Transportation</u>
 - <u>Travel Time</u>
 - **±**-- <u>Traveling</u>

- ± States, Countries and Continents
- State Products
- <u>+</u> --- <u>Farms</u>
- Old MacDonald
- Farms
- Farm Animals
- Horses
- i--- Chickens
- <u>Pigs</u>
- ... Sheep
- Lessons
 - <u>+</u> Accomplishments
 - Review of the School Year
 - Thinking About Next Year
- -- Groundhog Day (Lesson)
- Valentine's Day (Lesson)
- Valentine's Day (Lesson)
- -- Valentine's Day Treat (Lesson)
- --- St. Patrick's Day (Lesson)
- -- Shamrocks (Lesson)
- --- Potato Game (Lesson)
- Spring (Lesson)
- --- Easter (Lesson)
- -- New Life (Lesson)
- Dyeing Eggs (Lesson)
- May Day (Lesson)
- May Day Pole (Lesson)

Course: United States History A

Display Name: United States History A

- The Early American Republic (Unit)
 - Ė--- <u>Lessons</u>
 - E- Conflict with Great Britain
 - The American Revolution
 - The Constitution
 - Enlightenment's Influence
 - Sectional Differences
 - + Anti-Slavery Movement
 - The Union in Crisis
 - The Civil War
 - Reconstruction
 - The Early American Republic Portfolio
 - The Early American Republic Unit Review
 - The Early American Republic Unit Test
- Industrialization of the United States (Unit)
 - - Technology and Industrial Growth 1
 - The Rise of Big Business
 - The Organized Labor Movement
 - The New Immigrants
 - E-Cities Expand and Change
 - Industrialization of the United States Portfolio
 - **±** Social and Cultural Trends

 - Westward Expansion and the American Indians
 - **I** Transforming the West
 - Segregation and Social Tensions
 - Political and Economic Challenges
 - Farmers and Populism
 - Industrialization of the United States Unit Review
 - Industrialization of the United States Unit Test
- Emergence of the Modern United States (Unit)
 - -- Lessons
 - The Drive for Reform
 - Muckrakers in Depth
 - Women Make Progress
 - The Struggle against Discrimination

- Roosevelt's Square Deal
- **Wilson's New Freedom**
- The Roots of Imperialism
- The Spanish-American War
- The United States and East Asia
- The United States and Latin America
- Emergence of the Modern United States Portfolio
- From Neutrality to War
- The Home Front
- Life in the Trenches
- Wilson, War, and Peace
- Effects of the War
- Emergence of the Modern United States Unit Review
- Emergence of the Modern United States Unit Test
- Prosperity and Depression (Unit)
 - Lessons
 - + A Booming Economy
 - The Business of Government
 - **±** Social and Cultural Tensions
 - A New Mass Culture
 - <u>+</u> The Harlem Renaissance
 - Prosperity and Depression Portfolio
 - E-Causes of the Depression

 - Hoover's Response Fails
 - FDR Offers Relief and Recovery
 - The Second New Deal
 - Effects of the New Deal
 - Eulture of the 1930s
 - Prosperity and Depression Unit Review
 - +-- Prosperity and Depression Unit Test
- Review & Final (Unit)
 - : Lessons
 - **Semester Review**
 - ± -- Exam

Course: United States History B

Display Name: United States History B

- World War II and Postwar America (Unit)
 - Ė--- <u>Lessons</u>
 - Dictators and Wars 1
 - From Isolationism to Involvement
 - America Enters the War
 - Research Portfolio: Choosing a Topic and Resources
 - The Allies Turn the Tide
 - <u> The Home Front</u>
 - <u>Victory in Europe and the Pacific</u>

 - Effects of the War
 - World War II through Primary Sources
 - The Cold War Begins
 - The Korean War
 - The Cold War Expands
 - The Cold War at Home
 - **♣** An Economic Boom
 - A Society on the Move
 - Mass Culture and Family Life
 - Dissent and Discontent
 - Research Portfolio: Taking Notes
 - World War II and Postwar America Unit Review
 - World War II and Postwar America Unit Test
- Challenges and Change: Part 1 (Unit)
 - Ė--- <u>Lessons</u>
 - Early Demands for Equality
 - E- Civil Disobedience and the Civil Rights Movement
 - The Movement Gains Ground
 - New Successes and Challenges
 - Research Portfolio: Writing an Outline
 - E- Kennedy and the Cold War
 - ** Kennedy's New Frontier
 - Johnson's Great Society
 - Origins of the Vietnam War
 - ± ... U.S. Involvement Grows
 - Vietnam through Primary Sources
 - The War Divides America

- The War's End and Impact
- Handler Mixon and the Cold War
- Challenges and Changes Part 1 Review
- -- Challenges and Changes Part 1 Test
- Challenges and Change: Part 2 (Unit)
 - -- Lessons
 - **★** The Counter Culture
 - The Women's Rights Movement
 - The Rights Revolution Expands
 - <u>The Environmental Movement</u>
 - Nixon and the Watergate Scandal
 - The Ford and Carter Years
 - E-- Foreign Policy Troubles
 - Research Portfolio: Writing a Rough Draft
 - <u> Challenges and Change Unit Part 2 Review</u>
 - Challenges and Change Unit Test
- Changing and Enduring Issues (Unit)
 - Lessons
 - +-- The Conservative Movement Grows
 - + The Reagan Revolution
 - <u>1980s Culture</u>
 - The End of the Cold War
 - Foreign Policy after the Cold War
 - The Computer and Technology Revolutions
 - **±** -- The Clinton Presidency
 - Global Politics and Economics
 - The George W. Bush Presidency
 - + Americans Look to the Future
 - immigrants Today
 - Research Paper: Writing a Final Draft
 - Changing and Enduring Issues Review
 - E- Changing and Enduring Issues Unit Test
- U.S. History B Semester Review (Unit)
 - <u> Lessons</u>
 - Semester Review
 - ± U.S. History B Final Exam

Course: World History A

Display Name: World History A

- Reading and Writing for History (Unit)
 - Ė --- <u>Lessons</u>
 - Thinking About Your Reading
 - Reading for Research-Before Reading
 - Reading for Research-During Reading
 - Reading for Research-After Reading
 - <u>+</u> Plagiarism
- Geography and History (Unit)
 - Lessons
 - Geography's Impact on History
 - Globes and Maps
 - Types of Maps
 - <u>+</u> Geographic Terms
- The World Before Modern Times (Unit)
 - : Lessons
 - The First Humans
 - Western Asia and Egypt
 - <u>India and China</u>
 - Ancient Greece
 - Rome and the Rise of Christianity
 - The World of Islam
 - Early African Civilizations
 - The Asian World
 - Emerging Europe and the Byzantine Empire
 - Europe in the Middle Ages
 - The Americas
 - <u> Unit Review</u>
- The Early Modern World Part I (Unit)
 - Ė--- <u>Lessons</u>

 - The Intellectual and Artistic Renaissance
 - The Protestant Reformation
 - The Spread of Protestantism and Catholic Response
 - Exploration and Expansion
 - + Africa in an Age of Transition
 - Southeast Asia in the Era of the Spice Trade

- Europe in Crisis-The Wars of Religion
- + Social Crises, War, and Revolution
- Response to Crisis-Absolutism
- The World of European Culture
- Unit Review
- <u> Unit Assessment</u>
- The Early Modern World Part II (Unit)
 - : Lessons
 - + The Ottoman Empire
 - The Rule of the Safavids
 - The Grandeur of the Moguls
 - E-China at Its Height
 - Chinese Society and Culture
 - Tokugawa Japan and Korea
 - The Scientific Revolution
 - **The Enlightenment**
 - The Impact of the Enlightenment
 - Colonial Empires and the American Revolution
 - The French Revolution Begins
 - **±** -- Radical Revolution and Reaction
 - The Age of Napoleon
 - <u>Unit Review</u>
 - <u> Unit Assessment</u>
- --- World History A Final Exam (Unit)
 - Ė --- Lessons
 - **⊕** World History A Final Exam Review
 - **★** World History A Final Exam
 - --- U.S. Constitution Day (Lesson)

Course: World History B

Display Name: World History B

- An Era of European Imperialism (Unit)
 - Ė--- <u>Lessons</u>
 - **:** The Industrial Revolution
 - Reaction and Revolution
 - National Unification and the National State
 - Eulture-Romanticism and Realism
 - The Growth of Industrial Prosperity
 - The Emergence of Mass Society
 - The National State and Democracy
 - Toward Modern Consciousness
 - Toward the Modern Consciousness: The Impressionist
 - E-Colonial Rule in Southeast Asia
 - Empire Building in Africa
 - **∄**-- British Rule in India
 - Nation Building in Latin America
 - The Decline of the Qing Dynasty
 - Revolution in China
 - Rise of Modern Japan
 - Unit Review
 - <u>Unit Assessment</u>
- The Twentieth Century Crisis (Unit)
 - - The Road to World War I

 - The Russian Revolution
 - End of the War
 - The Futile Search for Stability
 - The Rise of Dictatorial Regimes
 - Hitler and Nazi Germany
 - **±** Cultural and Intellectual Trends
 - Nationalism in the Middle East
 - Nationalism in Africa and Asia
 - Revolutionary Chaos in China
 - Nationalism in Latin America
 - World War II: Paths to War
 - World War II: The Course of World War II
 - World War II: The New Order and the Holocaust

- World War II: The Home Front and Aftermath
- <u> Unit Review</u>
- in Unit Assessment
- Toward a Global Civilization (Unit)
 - Lessons
 - **Development of the Cold War**
 - **±** The Soviet Union and Eastern Europe
 - <u> Western Europe and North America</u>

 - Europe and North America
 - Western Society and Culture
 - General Trends in Latin America
 - Mexico, Cuba, and Central America
 - The Nations of South America
 - Independence in Africa
 - E- Conflict in the Middle East
 - E-Communist China
 - Independent States in South and Southeast Asia
 - ± Japan and the Pacific
 - The Challenges of Our World
 - Global Visions

 - <u> Unit Assessment</u>
- World History B Final Exam (Unit)
 - E--- Lessons
 - **±** -- World History B Final Exam Review
 - **±** World History B Final Exam

Course: Giant Campus 3D Art I - Modeling

Display Name: 3D Art I - Modeling

- □ 3D Art Overview (Unit)
 - Ė Lessons
 - Start the Course
 - <u> Set Up Your Computer</u>
 - Set Up a Browser and Install 7-Zip
 - Download Resources and Zipping Assignments
 - Review
- Make a Hat (Unit)
 - Ė Lessons
 - Navigate in 3D Space
 - Transform a 3D Object
 - **★** Save Files in Blender
 - <u>Create a 3D Object</u>
 - ⊕ Render a 3D Object
 - **±** -- Review
- Build a House (Unit)
 - Ė- Lessons
 - Make the House
 - Create the Roof
 - Paint the House
 - + Add Materials to the House
 - Render the House
 - Haking Movies in Blender
 - <u>**÷**</u> ... <u>Review</u>
- Create a Creature (Unit)
 - <u> Lessons</u>
 - Make an Arm and a Leg

 - Add Body Parts
 - Mirror the Body
 - Add the Face

 - ... Review
- Animate a Character (Unit)
 - Ė... <u>Lessons</u>
 - **±** Add Bones
 - Name the Bones

- Attach the Bones
- <u> Create Keyframes</u>
- Render your Animation
- ... Review
- Create Terrain (Unit)
 - Ė --- <u>Lessons</u>
 - Make Hills and Valleys
 - Add Grass and Dirt
 - Add a Sky Backdrop
 - Add a Moon
 - Set up Colorband for the moon
 - ... <u>Review</u>
- Build a Car (Unit)
 - Lessons
 - <u>Hake a Tire</u>
 - <u> Build a Car</u>
 - Paint the Car

 - ... <u>Review</u>
- - Ė- Lessons
 - Bring the House and Creature Together
 - Follow the Path
 - Adjust the Animation
 - Open the Door
 - Finish the Scene
 - Bring the House and Creature together 6

Course: Activities K A

Display Name: Activities K A

■ Units & Lessons

- --- Make It Go: Lesson 1 (Lesson)
- Make It Go: Lesson 2 (Lesson)
- --- Walking (Lesson)
- --- Balancing (Lesson)
- --- More Balancing (Lesson)
- --- Hopping: Lesson 1 (Lesson)
- --- "Hopscotch": Lesson 1 (Lesson)
- --- A Variation in Balance (Lesson)
- <u> "Simon Says": Lesson 1 (Lesson)</u>
- --- Free Play: Lesson 1 (Lesson)
- Discovery Walk (Lesson)
- Running: Lesson 1 (Lesson)
- The "Me Book" (Lesson)
- ---- Working With the "Me Book" (Lesson)
- --- Gingerbread Shapes (Lesson)
- --- Gingerbread Man Cookies (Lesson)
- You Can't Catch Me! (Lesson)
- Describe It (Lesson)
- Jumping Rope: Lesson 1 (Lesson)
- --- Jumping Rope: Lesson 2 (Lesson)
- Creating a Poem (Lesson)
- --- How to Make It Move (Lesson)
- --- Make It Move in Water (Lesson)
- Sense of Smell (Lesson)
- Free Play: Lesson 2 (Lesson)
- Target Toss (Lesson)
- --- Following Directions (Lesson)
- --- <u>Telephone Talk (Lesson)</u>
- --- Pretzel Numbers (Lesson)
- --- Fitness (Lesson)
- Making Caps (Lesson)
- "Red Light, Green Light": Lesson 1 (Lesson)
- Color Walk (Lesson)
- Bouncing: Lesson 1 (Lesson)
- --- Bouncing: Lesson 2 (Lesson)
- --- Feather Blow (Lesson)
- Making Peanut Butter Apple Slices (Lesson)
- My Shopping Basket (Lesson)
- Skipping: Lesson 1 (Lesson)
- Free Play: Lesson 3 (Lesson)

New Mexico Connections Academy

Appendix A - 554

- --- "Mother, May I?" (Lesson)
- ---- "Red Light, Green Light": Lesson 2 (Lesson)
- Creating Houses (Lesson)
- --- "Hokey Pokey": Lesson 1 (Lesson)
- --- "The Caterpillar Hop" (Lesson)
- --- Moving Objects with a Spoon (Lesson)
- --- <u>"Hokey Pokey": Lesson 2 (Lesson)</u>
- --- Graphing (Lesson)
- --- Skipping: Lesson 2 (Lesson)
- --- Traffic Signs (Lesson)
- --- Apple on a String (Lesson)
- Storytelling (Lesson)
- --- "If You're Happy": Lesson 1 (Lesson)
- --- "Hopscotch": Lesson 2 (Lesson)
- --- Free Play: Lesson 4 (Lesson)
- Staying Fit: Lesson 1 (Lesson)
- --- <u>"Zigzag Zoom" (Lesson)</u>
- --- "Monkey in the Mirror" (Lesson)
- --- Running: Lesson 2 (Lesson)
- <u>"Simon Says": Lesson 2 (Lesson)</u>
- --- Movement Game (Lesson)
- --- Making a Guitar (Lesson)
- Making Wrapping Paper (Lesson)
- --- Bouncing: Lesson 3 (Lesson)
- --- Bouncing: Lesson 4 (Lesson)
- --- Matching Sounds (Lesson)
- --- Kicking (Lesson)
- --- <u>"Tic-Tac-Toe" (Lesson)</u>
- --- Jumping Rope: Lesson 3 (Lesson)
- Free Play: Lesson 5 (Lesson)
- Sweeping (Lesson)
- Counting Snowballs (Lesson)
- --- <u>Making Pizzas (Lesson)</u>
- Jumping Rope: Lesson 4 (Lesson)
- --- "Simon Says": Lesson 3 (Lesson)
- ---- Finding Like Pairs (Lesson)
- <u> Obstacle Course (Lesson)</u>
- --- Suitcase Dress-up (Lesson)
- --- "Wall Ball" (Lesson)
- Ice Caves (Lesson)

6/7/2012 4:41 PM

Course: Activities K B

Display Name: Activities K B

■ Units & Lessons

- <u>Learning About Pets (Lesson)</u>
- --- "I'm Thinking of a Pet" (Lesson)
- "Here We Go 'Round the Mulberry Bush" (Lesson)
- Zookeeper and Veterinarian (Lesson)
- --- Free Play: Lesson 1 (Lesson)
- "I'm Thinking of Something" (Lesson)
- "Do You Remember?" (Lesson)
- --- "Ball Scoop" (Lesson)
- --- Temperature Experiment (Lesson)
- --- Shadow Tag (Lesson)
- --- Warm-up Activities (Lesson)
- --- "Go In and Out the Window" (Lesson)
- <u>Building a Snowman (Lesson)</u>
- Shake and Rattle (Lesson)
- Making a Puzzle (Lesson)
- <u>Beanbag Toss (Lesson)</u>
- --- "If You're Happy" (Lesson)
- --- Become an Explorer (Lesson)
- --- Hopping: Lesson 1 (Lesson)
- ---- Free Play: Lesson 2 (Lesson)
- --- Have a Parade! (Lesson)
- Coin Race: Lesson 1 (Lesson)
- --- Paper Plate Race (Lesson)
- --- "Hop Ahead" (Lesson)
- On Target (Lesson)
- <u> Wheel Parade (Lesson)</u>
- --- Finger Plays (Lesson)
- Dissolving in Water (Lesson)
- <u> Water Investigations (Lesson)</u>
- Jumping Rope (Lesson)
- --- Flying a Kite (Lesson)
- The Cup and Stick Game/The Racing Cups (Lesson)
- Rope Routes (Lesson)
- Staying Fit (Lesson)
- --- Free Play: Lesson 3 (Lesson)
- "In My Pocket" (Lesson)
- The Farmer in the Dell (Lesson)
- Making Honey Wheat Bread (Lesson)
- Making Butter (Lesson)
- ---- <u>"Simon Says" (Lesson)</u>

New Mexico Connections Academy

Appendix A - 556

6/7/2012 4:42 PM

- Ice Cream in a Bag (Lesson)
- --- Making a Spacesuit (Lesson)
- --- Haystacks (Lesson)
- --- Flashlight Play (Lesson)
- --- <u>Astronaut Pudding (Lesson)</u>
- ---- "Freeze Tag" and "Ice Cube Toss" (Lesson)
- --- Puddle Jumping (Lesson)
- --- Egg Carton Games (Lesson)
- --- Bouncing (Lesson)
- --- Free Play: Lesson 4 (Lesson)
- --- Hot-Air Balloon (Lesson)
- <u> "Balloon Roundup" (Lesson)</u>
- --- Grow a Pinecone Tree (Lesson)
- --- Trail Mix (Lesson)
- --- "Tic-Tac-Toe" (Lesson)
- --- Treasure Hunt (Lesson)
- "Which Number Is Greater?" (Lesson)
- --- Pantomime (Lesson)
- Number Race (Lesson)
- More Finger Plays (Lesson)
- --- <u>"Balloon Legs" (Lesson)</u>
- --- Making a Sailboat (Lesson)
- --- Traveling Around the Room (Lesson)
- --- Rock Candy (Lesson)
- --- Free Play: Lesson 5 (Lesson)
- --- Buffalo Hunt (Lesson)
- --- Animals Traveling Around the Room (Lesson)
- --- "Guess Which Animal" (Lesson)
- --- Basketball (Lesson)
- --- Animal Walks: Lesson 1 (Lesson)
- <u> More Animal Movements (Lesson)</u>
- <u> Making a Bird Feeder (Lesson)</u>
- --- What Animal Is It? (Lesson)
- ---- Predicting Distance (Lesson)
- --- More Finger Plays (Lesson)
- ---- Three Games of Skill (Lesson)
- ___Animal Walks: Lesson 2 (Lesson)
- --- "Ask a Question" (Lesson)
- Coin Race: Lesson 2 (Lesson)
- Free Play: Lesson 6 (Lesson)

New Mexico Connections Academy

6/7/2012 4:42 PM

Course: Business Systems Technology

Display Name: Business Systems Technology

- Units & Lessons
 - Desktop Workplace (Unit)
 - Lessons
 - History of Computers
 - Hardware Components
 - <u>Purchasing a Personal Computer</u>
 - E Common Software
 - <u>Utility Software</u>
 - Information Systems and Resources
 - Using Microsoft Word (Unit)
 - Lessons
 - ₩ord Basics
 - Basic Editing and Formatting
 - **<u> Saving and Printing</u>**
 - <u>+</u> <u>Templates</u>
 - Spreadsheets (Unit)
 - Lessons
 - Introduction to Excel
 - Entering Different Types of Data
 - **★** Formatting Cells
 - ... Sorting
 - Working with Formulas
 - Networks and Search Engines (Unit)
 - Ė- Lessons
 - E Computer Networks
 - <u>Internet Basics</u>
 - ⊕ Google
 - **i** Altavista
 - ¥- Yahoo
 - Ask Jeeves

 - <u> Dogpile</u>
 - Search Engine Portfolio
 - - Ė Lessons

 - Creating a Database
 - Creating Filters and Queries
 - End Creating Forms and Reports
 - Integrating Excel with Access

Course: Digital Photography

Display Name: Digital Photography

- Units & Lessons
 - Photo Essentials (Unit)
 - Lessons
 - E- Composition and Framing
 - Pixels and Resolution
 - Cropping a Photo
 - **Exploring Color and Shape (Unit)**
 - Lessons
 - <u>Understanding the Color Wheel</u>
 - <u>Saturation</u>, Value, and Contrast
 - Adjusting Your Image
 - **Exploring Shapes**
 - Abstract Art
 - Drawing with GIMP (Unit)
 - Lessons
 - <u>Understanding Layers</u>
 - Making Drawings from Photos
 - **Experimenting with Brushes**
 - Pattern and Texture
 - Creating Special Effects (Unit)
 - Lessons
 - Filters
 - <u>Using the Ellipse Select Tool</u>
 - **Experimenting with Filters**
 - Combining Images (Unit)
 - Lessons
 - Making a Composite Image
 - Creating a Double Exposure
 - Building a Panoramic Picture
 - **Experimenting with Type Effects (Unit)**
 - Lessons
 - What is Typography
 - Creating Text Effects
 - Applying Filter Effects
 - Building Your Portfolio (Unit)
 - <u>Lessons</u>

1 of 1

- Preparing Files for the Web
- <u>Creating a Web Gallery</u>

New Mexico Connections Academy

Appendix A - 559

Course: Educational Technology and Online Learning 1

Display Name: Educational Technology and Online Learning 1

■ Units & Lessons Introduction and Internet Safety (Unit) <u>Lessons</u> **<u>I</u>** LMS and Technology Overview **E** Cyber Community <u>Cyber Citizenship</u> <u>Cyber Security</u> Personal Safety, Part 1 Personal Safety, Part 2 **Study Skills (Unit)** <u>Lessons</u> <u> Creating a Proper Work Environment</u> Listening and Following Directions <u> Visualization</u> Organization • Online Learning Goal Setting Keyboarding (Unit) <u>Lessons</u> Keyboarding Numbers and Letters **E** Keyboarding Rows J, F, D, K, Spacebar <u>S, L, A, ;</u> G and H Y and T Review Microsoft® Paint (Unit) Lessons **Ending Consonants F** Ending Consonants L Ending Consonants M Ending Consonants P **Ending Consonants R** High Frequency Words about, if, long, much, etc. High Frequency Words after, again, an, any, etc. High Frequency Words her, him, his, how, etc. High Frequency Words had, has, some, take, etc. Letters A B C Letters D E F Letters G H I Letters J K L

New Mexico Connections Academy

Appendix A - 560

6/8/2012 10:17 AM

- Letters M N O
- Letters P Q R
- Letters S T U V
- Letters W X Y Z
- Short A Words
- <u>Short E Words</u>
- Short I Words
- Short O Words
- Microsoft® Word (Unit)
 - Lessons
 - Answer Questions About Book Characters
 - Correct Spelling Errors
 - <u>Story Problems</u>
 - <u>Time</u>
 - Write Phrases About Book Characters
 - Descriptive Words
- Microsoft® Excel (Unit)
 - Lessons
 - Basic Addition Facts to 5
 - Addition Facts to 10
 - E- Counting by 2s, 5s, and 10s
 - Subtraction Facts to 5
- Microsoft® PowerPoint (Unit)
 - Lessons
 - Classify Information
 - <u>Days of the Week</u>
 - Subtraction facts to 10

Course: Educational Technology and Online Learning 2

Display Name: Educational Technology and Online Learning 2

<u>Units & Lessons</u>
Introduction and Internet Safety (Unit)
Lessons
LMS and Technology Literacy Tutorials
• Cyber Community Citizenship Part One
• Cyber Community Citizenship Part Two
- Cyber Security
Personal Safety Part One
Personal Safety Part Two
Acceptable Use Policy
Study Skills (Unit)
Lessons
Creating a Proper Work Environment
■ Listening and Following Directions
. <u>Visualization</u>
. Organization
• Online Learning
. Goal Setting
Keyboarding (Unit)
<u>Lessons</u>
•• <u>Keyboarding Numbers and Letters</u>
 <u>Keyboarding Rows</u>
Keyboarding Practice – Animals
<u> • Review Lesson 1–5</u>
. <u>Y and T</u>
• B and N
 <u>U and R</u>
•• <u>V and M</u>
. <u>E and I</u>
 <u>Review</u>
Microsoft® Paint (Unit)
Lessons
Ending Consonants F
I ■ Ending Consonants L
High Frequency Words her, him, his, how, etc.
Letters D E F
<u> Letters G H I</u>
. <u>Letters P Q R</u>
. Short O Words
Microsoft® Word (Unit)
<u>Lessons</u>

New Mexico Connections Academy Appendix A - 562

- Addition Facts to 20
- Addition of Two-Digit Numbers
- Create a Short Book Report
- Generate Ideas for Writing
- Editing a Story
- Identify Speaker in Literature (Optional)
- Read and Write Poetry
- Revising Writing
- Rhyming Words
- Sequencing Ideas for Writing
- <u>Subtraction of Two-Digit Numbers</u>
- Subtraction of Three-Digit Numbers
- Microsoft® Excel (Unit)
 - <u>Lessons</u>
 - E- Compound Words
 - Patterns and Sequences
 - Place Value to 100s
 - Prefixes and Suffixes
- Microsoft® PowerPoint (Unit)
 - Lessons
 - <u> Time</u>

6/8/2012 10:19 AM

Course: Educational Technology and Online Learning 3

Display Name: Educational Technology and Online Learning 3

■ Units & Lessons
Introduction (Unit)
<u>Lessons</u>
LMS and Technology Tutorials
Internet Safety (Unit)
<u>Lessons</u>
<u> Cyber Community</u>
• Citizenship and Safety
⊕ Cyber Bullying
• Cyber Security
∓ Spam Scam Safety
Intellectual Property
Personal Safety Part One
₱ Personal Safety Part Two
Text Messaging Safety
Keyboarding (Unit)
Lessons
 <u>Keyboarding Rows</u>
. <u>Review</u>
⊕ <u>C and Comma</u>
 <u>W and O</u>
★ X and Period
<u>Q and P</u>
 <u>Z and Forward Slash</u>
• Review
Study Skills (Unit)
<u>Lessons</u>
Listening Skills
Organization and Time Management
Note Taking/Summarizing
Using Graphic Organizers
• Online Learning
∓ <u>Goal Setting</u>
Microsoft® Paint (Unit)
<u>Lessons</u>
Functional Words: Football
Microsoft® Word (Unit)
Lessons
<u>Choose Best Title – Main Ideas</u>
Consonant Blends – Part 1
Contractions

New Mexico Connections Academy Appendix A - 564

- <u>Create a Simple Story with Word</u>
- Editing a Writing Selection
- **Fractions**
- Multi-meaning Words
- Place Value
- Punctuation Marks
- Reference Tools Part 1
- Reference Tools Part 2
- <u>Settings</u>, Characters, and Events
- Simple Division
- Writing Descriptive Paragraphs
- Microsoft® Excel (Unit)
 - <u>Lessons</u>
 - E-Consonant Blends Part 2
 - <u>Decimals</u>
 - Measuring Liquids
 - Multiplication Part 1 (Optional)
 - Multiplication Part 2 (Optional)
 - Perimeter and Area
 - <u>Thermometer</u>
- Microsoft® PowerPoint (Unit)
 - Lessons
 - <u>Adjectives</u>
 - Antonyms
 - **Descriptive Words**
 - Functional Words Sports
 - Functional Words Zoo Animals: Part 1
 - Functional Words Zoo Animals: Part 2
 - Time

6/8/2012 10:20 AM

Course: Educational Technology and Online Learning 4

Display Name: Educational Technology and Online Learning 4

New Mexico Connections Academy Appendix A - 566

- Identify Words from Defining Statement
- Make Inferences (Optional)
- Multiplication of Two-Digit Numbers
- Nouns and Pronouns
- Points, Lines, Segments, and Rays (Optional)
- Read and Respond to Poetry
- Research Computer Jobs
- Write About Computer Jobs
- <u>Sentence Completion</u>
- **Solve Money Problems**
- <u>i</u> Synonyms
- Microsoft® Excel (Unit)
 - <u>Lessons</u>
 - Adding and Subtracting Whole Numbers
 - Line and Bar Graphs (Optional)
 - Root Words From Science
 - <u>Word Problems</u>
- Microsoft® PowerPoint (Unit)
 - <u>Lessons</u>
 - <u>Drawing Conclusions</u>
 - Functional Words Bank
 - Punctuation Marks

6/8/2012 10:21 AM

Course: Educational Technology and Online Learning 5

Display Name: Educational Technology and Online Learning 5

_	Units & Lessons
	Introduction (Unit)
	- <u>Lessons</u>
	∓ <u>Technology Literacy Tutorials</u>
	Internet Safety (Unit)
	- <u>Lessons</u>
	 Cyber Security
	• Cyber Community
	. Blogging
	• Cyber Bullying
	Text Messaging Safety
	■ Predator ID ■ Predator ID
	Intellectual Property, Fair Use, and Copyright
	Acceptable Use Policy
	Keyboarding (Unit)
	<u>Lessons</u>
	• Speed and Accuracy: Lesson 1
	• Speed and Accuracy: Lesson 2
	- Speed and Accuracy: Lesson 3
	• Speed and Accuracy: Lesson 4
	- Speed and Accuracy: Lesson 5
	- Speed and Accuracy: Lesson 6
	- Speed and Accuracy: Lesson 7
	Study Skills (Unit)
	<u>Lessons</u>
	Listening Skills
	• Organization and Time Management
	• Note Taking/Summarizing
	• Using Graphic Organizers
	•• Online Learning
	 Goal Setting
	Microsoft® Word (Unit)
	<u>Lessons</u>
	Correct Spelling Errors
	Decoding Words
	Editing E-mail
	• <u>Subject and Predicate</u>
	■ <u>Drawing Conclusions (Optional)</u>
	Write an Outline Explaining a Topic

New Mexico Connections Academy Appendix A - 568

- Create and Solve Problems
- Adding and Subtracting Whole Numbers
- <u>Difference Between Fact and Opinion</u>
- <u>Map Measurements</u>
- Sequence Ideas for Writing (Optional)
- <u>Word Processing</u>
- Write a Short Paragraph with a Main Idea
- Classify Angles
- in Identify and Read Literature
- Microsoft® Excel (Unit)
 - Lessons
 - Adding and Subtracting Mixed Fractions
 - 🛨 Area
 - Distinguish Between Types of Literature
 - Number Prefixes
 - Place Value
 - Select Data to Display
- Microsoft® PowerPoint (Unit)
 - Lessons
 - Antonyms, Synonyms, and Homonyms (Optional)
 - Nouns, Pronouns, and Verbs
 - Microsoft PowerPoint Level 3
 - Microsoft PowerPoint Level 4
 - <u>Inferences</u>

6/8/2012 10:22 AM

Course: Educational Technology and Online Learning 6

Display Name: Educational Technology and Online Learning 6

Units & Lessons
Introduction (Unit)
- Lessons
LMS and Technology Literacy Tutorials
+ Keyboarding Rows
Internet Safety (Unit)
Lessons
• Acceptable Use Policy (AUP)
• Cyber Security
. Cyber Community
 Cyber Bullying
• Text Messaging/Netiquette
■ Safeguarding Identity
. Predator ID
<u> </u>
Intellectual Property: Basics
Intellectual Property: Piracy
■ Intellectual Property: Plagiarism
Study Skills (Unit)
<u>Lessons</u>
Organization and Time Management
II <u>Using Graphic Organizers</u>
 <u>Memory Aids</u>
• Study Strategies
Test Taking Strategies
Goal Setting
■ Microsoft® Word (Unit)
<u>Lessons</u>
Answer Factual Questions on Literature
Answer Questions From Reading
<u>Compare Numbers</u>
Conclusions and Inferences
<u>Descriptive Writing</u>
Edit Writing
Formulate Questions
Persuasive Writing
Regular and Irregular Plurals
Revise Writing for Correct Verb Tense
Sequence of Events in Fiction
<u>Using Context Clues to Define Words</u>
₩hole Numbers

New Mexico Connections Academy

Appendix A - 570

- Word Processing Alexander the Great
- Write Expository Essay
- Microsoft® Excel (Unit)
 - Lessons
 - Consumer Problems (Optional)
 - <u>E</u> Common Suffixes
 - <u>Decimals</u>
 - Equivalent Relationships
 - <u>Fractions</u>
 - Mixed Numbers
 - <u>Story Problems</u>
- Microsoft® PowerPoint (Unit)
 - Lessons
 - Narrative Writing
 - <u>Paraphrase</u>

New Mexico Connections Academy

Course: Educational Technology and Online Learning 7

Display Name: Educational Technology and Online Learning 7

■ Units & Lessons Introduction (Unit) <u>Lessons</u> **LMS** and Technology Literacy Tutorials **Keyboarding Rows** Internet Safety (Unit) <u>Lessons</u> Acceptable Use Policy (AUP) <u>Cyber Security</u> Cyber Community Basics **Social Networks** <u>Cyber Bullying</u> Negative Networking Safeguarding Identity • Online Shopping **Blogging** Predator ID Willing Participation Digital Literacy <u>Understanding Intellectual Property</u> Music Copyright Basics Plagiarism and the WWW P2P Networks Study Skills (Unit) <u>Lessons</u> Organization and Time Management Using Graphic Organizers Memory Aids Study Strategies **Test Taking Strategies** Goal Setting Microsoft® Word (Unit) <u>Lessons</u> Distinguish Between Fact and Opinion **Expository Writing** How to Use a Thesaurus ildentify Main Ideas and Summarize in Idioms and Analogies (Optional) Narrative Writing Organize Ideas for Writing **Persuasive Writing**

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Appendix A - 572

- Read Textual, Functional, and Recreational Materia
- Revise and Edit Writing
- Revise Writing for Correct Organization
- Similes and Metaphors
- Microsoft® Excel (Unit)
 - Lessons
 - E- Common Multiples
 - <u>En Consumer Problems</u>
 - Mean, Median, Mode, and Range
 - Perimeter and Area (Optional)
 - Root Words From Science
 - Solve Word Problems
 - Two-Step Word Problems
- Microsoft® PowerPoint (Unit)
 - <u>Lessons</u>
 - Describe the Setting, Plot, and Theme
 - **Equivalent Fractions**
 - Recognize Actions and Motives (Optional)

6/8/2012 10:24 AM

Course: Educational Technology and Online Learning 8

Display Name: Educational Technology and Online Learning 8

■ Units & Lessons Introduction (Unit) <u>Lessons</u> **LMS** and Technology Literacy Tutorials **Keyboarding Rows** Internet Safety (Unit) <u>Lessons</u> Acceptable Use Policy (AUP) <u>Cyber Security</u> Cyber Community Basics **Social Networks** <u>Cyber Bullying</u> Negative Networking Gangs Online Safeguarding Identity • Online Shopping **Blogging** Predator ID Willing Participation Digital Literacy Creation and Copyright Music Makers: Scripts <u>Cite Your Source</u> Learn B4U Burn Study Skills (Unit) <u>Lessons</u> Organization and Time Management Using Graphic Organizers Memory Aids **Study Strategies Test Taking Strategies** Goal Setting Microsoft® Word (Unit) <u>Lessons</u> **E** Conclusions and Inferences Correct Word Usage <u>Describe Setting, Plot, and Theme</u> Edit Writing Identify Common and Proper Nouns (Optional) • Narrative Writing (Optional) Organize Ideas for Writing **Persuasive Writing**

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Appendix A - 574

- Read and Write Poetry
- Textual, Functional, and Rec. Material (Optional)
- Revise Writing for Point of View (Optional)
- Three-Step Problems
- <u>Use Context Clues</u>
- Write an Expository Essay
- Microsoft® Excel (Unit)
 - <u>Lessons</u>
 - Area, Perimeter, and Volume
 - **Descriptive Writing**
 - <u>Graphs</u>
 - Interest Word Problems
 - Percent Word Problems
 - Practical Math Problems
- Microsoft® PowerPoint (Unit)
 - <u>Lessons</u>
 - <u>Decoding Words</u>

New Mexico Connections Academy

6/8/2012 10:25 AM

Course: Educational Technology and Online Learning K

Display Name: Educational Technology and Online Learning K

Units & Lessons
Introduction and Internet Safety (Unit)
Lessons
LMS and Technology Tutorials
<u> Cyber Community Citizenship</u>
<u> Cyber Security</u>
+ Personal Safety
Keyboarding (Unit)
Lessons
⊞ Keyboarding A–M
• Keyboarding Numbers and Letters
<u>D and K</u>
• S and L
 <u>A and ;</u>
+ G and H
Study Skills (Unit)
Lessons
Online Learning & A Proper Work Environment
Listening and Following Directions
<u> </u>
Microsoft® Paint (Unit)
Lessons
Beginning Consonants C
Beginning Consonants D
Beginning Consonants J
Beginning Consonants K
Beginning Consonants L
Beginning Consonants M
Beginning Consonants N
Beginning Consonants Q
Beginning Consonants S
Beginning Consonants T
Beginning Consonants V
Beginning Consonants W
Beginning Consonants Y
Beginning Consonants Z
High Frequency Words: a, and, can, come, down
High Frequency Words: all, are, at, be, but, who
High Frequency Words: did, do, eat, get, good, have

New Mexico Connections Academy Appendix A - 576

- High Frequency Words: for, go, here, I, in
- High Frequency Words: he, like, new, no, on, will

Course: Sign Language K-5

Display Name: Elementary Sign Language

- Units & Lessons
 - Intro (Unit)
 - <u>Lessons</u>
 - History/Culture
 - About ASL
 - <u>ABCs</u>
 - <u>Fingerspelling</u>
 - Greetings
 - <u>Etiquette</u>
 - <u>Unit Review</u>
 - <u>Unit Test</u>
 - Numbers (Unit)
 - Lessons
 - Numbers 0-20
 - Numbers 21-100
 - E Counting and Money
 - <u>Review</u>
 - Numbers Unit Test
 - Time (Unit)
 - Lessons
 - On the Clock
 - Days of the Week
 - Months of the Year
 - Seasons and Holidays
 - <u>Unit Review</u>
 - <u>Unit Test</u>
 - Nouns (Unit)
 - Lessons
 - **Eamily**
 - <u>Places</u>
 - Food
 - <u>Colors</u>
 - <u>Animals</u>
 - <u>Review</u>
 - <u>Unit Test</u>
 - Descriptions (Unit)
 - <u>Lessons</u>
 - Adjectives
 - Feelings/Health
 - Sizes and Amounts
 - <u>Possession</u>

New Mexico Connections Academy

Appendix A - 578

6/8/2012 10:38 AM

<u>Locations</u>

<u>Review</u>

<u>Unit Test</u>

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Course: Emergent Computer Technology

Display Name: Emergent Computer Technology

⊡ Units & Lessons

- Introduction to Website Design (Unit)
 - Ė- Lessons
 - Planning a Website
 - HTML: History and Resources
 - **Introduction to HTML**
 - E- Creating Links to Other Web Pages
 - + Planning Text Formatting
- Graphics and Multimedia (Unit)
 - Ė... <u>Lessons</u>
 - Graphics and Multimedia
 - Inline Images in HTML: Using the Tag
 - **Stopping Text Wrapping**
 - Specifications
 - ± Color
- Forms and Tables (Unit)
 - Ė -- Lessons
 - Planning a Form
 - <u>Creating Form Controls using the Input Element</u>
 - Project: Creating a Form

 - Creating Tables
 - + Final Exam: Creating a Website

Course: Giant Campus Engineering Design I

Display Name: Engineering Design I

⊡ Units & Lessons

- Course Overview (Unit)
 - Ė Lessons
 - Start the Course
 - <u> Set Up Your Computer</u>
 - Set Up a Browser and Install 7-Zip
 - <u>Harman Download Resources and Zip Assignments</u>
- Create Shapes (Unit)
 - Lessons
 - Explore CAD
 - **<u>İ</u>** Set Up a Drawing
 - <u> Use Coordinates</u>
 - **±** Create a House
 - <u>Create a Face</u>
 - **±** -- Review
- ☐ Create Orthographic Drawings (Unit)
 - Ė Lessons
 - Explore Orthographic Projections

 - ⊕ Draw Two Views
 - Draw a Three-View Orthographic Drawing

 - <u>**+**</u> Review
- ☐ Draw Sectional Views (Unit)
 - Ė- Lessons
 - Explore Sectional Views

 - Place Cutting Planes
 - <u>**+**</u> ... <u>Review</u>
- Create an Isometric Drawing (Unit)
 - Ė Lessons
 - **Explore Pictorial Drawings**
 - Draw with Angles
 - ... Review
- ☐ Create an Oblique Drawing (Unit)
 - - Explore Oblique Drawings
 - Draw with Oblique Angles

- Dimension Drawings (Unit)
 - ... <u>Lessons</u>
 - <u>Dimension a Block</u>
 - <u> Use Baseline Dimensioning</u>
 - **<u> in Dimension a Circle</u>**
 - Explore Complex Dimensioning
 - <u>+</u> ... <u>Review</u>
- Create Working Drawings (Unit)
 - Lessons
 - Explore Working Drawings

 - <u>Draw a Detail Drawing</u>
 - <u>• Create a Bill of Materials</u>
 - Export Working Drawings
 - <u>+</u> ... <u>Review</u>
- Create a 3-D Design (Unit)
 - Ė --- <u>Lessons</u>
 - Explore 3-D Space

 - <u> Create a House</u>
 - Add Objects to the Yard
 - <u>View Your Design and Reduce File Size</u>
 - ... Review

Course: Giant Campus Game Design

Display Name: Game Design

∃ ... Units & Lessons

- Game Design Overview (Unit)
 - Ė- Lessons
 - Start the Course
 - <u> Set Up Your Computer</u>
 - Set Up a Browser and Install 7-Zip
 - Download Resources and Zip Assessments
 - Review
- Ping (Unit)
 - Ė Lessons

 - **⊞** Make Game Objects
 - Add Paddles
 - Bounce the Ball
 - **⊕** Move the Paddles
 - Test and Select Positions
 - **⊞**-- Keep Score
 - Add Text and Sound
 - Add a Title Screen
 - <u>**+**</u> Review
- ☐ Ice Breakers (Unit)
 - Ė Lessons
 - **±** Add a Library
 - Add Backgrounds
 - Add Snowboards and a Snowball

 - Add Ice Cubes and Sound

 - <u>**÷**</u> ... <u>Review</u>
- <u> Cat Burglar (Unit)</u>
 - Ė... <u>Lessons</u>
 - <u> Set Up the Game</u>
 - Add the Cat and Maze
 - Add Keys and Treasure
 - Add Blades
 - Move the Blades
 - **⊕** Spin the Blades

- E-Change the Cat
- Make Start, Win and Lose Screens
- E-Connect the Frames
- <u>+</u> ... <u>Review</u>
- Alien Attack (Unit)
 - - **±** Set Up the Game
 - Add Spaceships
 - Add Aliens
 - E-Create the Shield
 - **<u> •</u>** Shoot the Aliens
 - Add a Particle System
 - **±** Add a Health Meter

 - <u>Make a Start and End Frames</u>
 - <u>**÷**</u> ... <u>Review</u>
- Pest Busters (Unit)
 - Ė Lessons
 - <u> Set Up the Game</u>
 - Add Objects on Layers
 - Scroll the Layers
 - E- Control the Ships
 - Add Pest Enemies
 - Track Points and Lives
 - **<u>+</u>** Add Bonuses
 - <u> Create a One-Player Version</u>
 - <u>+</u> ... <u>Review</u>
- Amazon Adventure (Unit)
 - <u>Lessons</u>
 - <u> Set Up the Game</u>
 - Add the Backdrop and Scientist
 - Move the Scientist
 - + Add Ladders and Platforms
 - + Add Collection Objects
 - Add Obstacles

 - Start and End the Game
 - ... Review

Course: <u>Health and Physical Education 6</u>

Display Name: Health and Physical Education 6

- Units & Lessons
 - Your Health and Wellness (Unit)
 - Lessons
 - Your Total Health
 - influences on Your Health
 - **Building Health Skills**
 - Making Responsible Decisions
 - Setting Health Goals
 - Mental and Emotional Wellness (Unit)
 - Lessons
 - A Healthy Self-Concept
 - Your Character Counts
 - Expressing Emotions
 - Coping With Stress
 - Emotional Problems
 - Healthy Relationships (Unit)
 - Lessons
 - Communication Skills
 - **Your Family**
 - **Your Friends and Peers**
 - Refusal Skills
 - Resolving Conflicts
 - Nutrition (Unit)
 - Lessons
 - **Your Body's Nutrient Needs**
 - Following a Healthful Eating Plan
 - Making Healthful Choices
 - Personal Health (Unit)
 - Lessons
 - F Your Teeth, Skin, and Hair
 - Protecting Your Eyes and Ears
 - Choosing Health Products
 - <u>Using Medicines Responsibly</u>
 - Health Care in Your Community
 - Your Body Systems (Unit)
 - Lessons
 - From Cells to Body Systems
 - Bones and Muscles
 - Digestion and Excretion
 - Heart, Blood, Lungs, and Nerves
 - Tobacco (Unit)

New Mexico Connections Academy

Appendix A - 585

6/7/2012 4:43 PM

- Lessons
 - Tobacco: A Harmful Drug
 - Teens and Tobacco
 - Staying Tobacco Free
- Alcohol and Other Drugs (Unit)
 - Lessons
 - The Dangers of Alcohol Use
 - Alcoholism and Addiction
 - What Are Illegal Drugs?/ Drug Abuse

Course: <u>Health and Physical Education 7</u>

Display Name: Health and Physical Education 7

- Units & Lessons
 - Understanding Health and Wellness (Unit)
 - Lessons
 - Your Total Health
 - **Skills for Building Health**
 - **What Affects Your Health?**
 - Health Risks and Your Behavior
 - Nutrition (Unit)
 - <u>Lessons</u>
 - Nutrients for Good Health
 - Creating a Healthy Eating Plan
 - Planning Healthful Meals
 - **Digestion and Excretion**
 - Body Image and Healthy Weight
 - Maintaining a Healthy Weight
 - Mental and Emotional Health (Unit)
 - Lessons
 - What is Mental and Emotional Health?
 - **Your Self-Concept and Self-Esteem**
 - **Your Emotions**
 - Managing Stress
 - Mental and Emotional Problems
 - Resolving Conflicts and Preventing Violence (Unit)
 - Lessons
 - <u>Understanding Conflict</u>
 - Conflict-Resolution Skills
 - Preventing Violence
 - Getting Help for Abuse
 - Tobacco (Unit)
 - <u>Lessons</u>
 - How Tobacco Affects the Body
 - The Respiratory System
 - Tobacco Use and Teens
 - Tobacco Use and Society
 - Saying No to Tobacco Use
 - Alcohol (Unit)
 - Lessons
 - Alcohol Use and Abuse
 - The Nervous System
 - Alcohol Use and Teens
 - Alcohol Use and Society

New Mexico Connections Academy

Appendix A - 587

6/7/2012 4:45 PM

- Saying No to Alcohol Use
- Drugs (Unit)
 - Lessons
 - <u>Drug Use and Abuse</u>
 - Types of Drugs and Their Effects
 - Drug Risks and Teens
 - <u>• Staying Drug Free</u>

2 of 2

Course: <u>Health and Physical Education 8</u>

Display Name: Health and Physical Education 8

- Units & Lessons
 - Understanding Your Health (Unit)
 - Lessons
 - **What Is Health and Wellness?**
 - Changes During the Teen Years
 - Taking Responsibility for Your Health
 - Mental and Emotional Health (Unit)
 - Lessons
 - Your Mental and Emotional Health
 - Understanding Your Emotions
 - Managing Stress
 - Coping with Loss
 - Mental and Emotional Problems (Unit)
 - <u>Lessons</u>
 - Mental and Emotional Disorders
 - **Suicide Prevention**
 - Help for Mental and Emotional Disorders
 - Nutrition for Health (Unit)
 - <u>Lessons</u>
 - <u>The Importance of Nutrition</u>
 - Nutrients for Wellness
 - Following Nutrition Guidelines
 - Planning Meals and Snacks
 - Your Body Image (Unit)
 - <u>Lessons</u>
 - Maintaining a Healthy Weight
 - **Eating Disorders**
 - Your Body Systems (Unit)
 - Lessons
 - **Your Skeletal System**
 - **Your Muscular System**
 - Your Circulatory System
 - Your Respiratory System
 - Your Nervous System
 - Your Digestive and Excretory Systems
 - Your Endocrine System
 - Your Reproductive System
 - <u> Communicable Diseases (Unit)</u>
 - <u>Lessons</u>
 - Preventing the Spread of Disease
 - The Body's Defenses Against Infection

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- Common Communicable Diseases
- Safety and Emergencies (Unit)
 - <u>Lessons</u>
 - Safety in the Home and at School
 - Safety on the Road and Outdoors
 - Basic First Aid
 - First Aid for Common Emergencies
 - Life-Threatening Emergencies
- Environmental Health (Unit)
 - Lessons
 - Pollution and Health
 - Preventing and Reducing Pollution

6/7/2012 4:46 PM

Course: GDP: Health, Fitness, and Nutrition A

Display Name: Health, Fitness, and Nutrition A

- Units & Lessons
 - Unit 1 (Unit)
 - <u>Lessons</u>
 - Health, Wellness, and the Importance of Fitness
 - Risk Factors
 - Fitness Factors
 - Fitness Testing
 - <u>Components of Fitness</u>
 - Guidelines for the Exercise Session
 - Understanding How Joints Move
 - Understanding Flexibility
 - **Stretching Exercises**
 - Mind-Body Conditioning and Awareness
 - Unit 2 (Unit)
 - Lessons
 - Anatomical Structure of the Heart and How it Works
 - Blood Pressure
 - The Respiratory System
 - Muscle Fibers
 - The Muscles
 - <u>Circulation and Exercise</u>
 - <u>Developing Muscular Strength and Endurance</u>
 - Aerobic Training Benefits
 - Poor Aerobic Conditioning and Body Composition
 - Final Exam (Unit)
 - Lessons
 - Health, Fitness, and Nutrition A Final Exam

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1 of 1

Course: GDP: Health, Fitness, and Nutrition B

Display Name: Health, Fitness, and Nutrition B

- Units & Lessons
 - Unit 1 (Unit)
 - Lessons
 - Body Fat and Obesity
 - Nutrition and Staying Healthy
 - <u> Weight Control</u>
 - The Importance of Hydration
 - **Sports Nutrition Myths**
 - Fad Diets
 - **Eating Disorders**
 - Stress Management
 - Healthy Relationships
 - Drugs and Alcohol
 - Unit 2 (Unit)
 - Lessons
 - injury Prevention and Exercising Safely
 - Exercise Myths
 - The Importance of First Aid
 - **Exercise for Medical Conditions**
 - The Importance of Proper Exercise Attire
 - Designing Your Exercise Program
 - Staying Motivated
 - **E** Selecting a Fitness Facility
 - Family Life and Education and Your Community
 - Final Exam (Unit)
 - Lessons
 - Health, Fitness, and Nutrition B Final Exam

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1 of 1

Course: HS Business Keyboarding

Display Name: Business Keyboarding

∃ ... Units & Lessons

- Learning the Game Part 1 (Unit)
 - Ė Lessons
 - Course Information
 - **Installing MicroType**
 - **⊕** Alpha Keyboarding 1-2
 - Alpha Keyboarding 3-5
 - **♣** Alpha Keyboarding 6-9
 - **⊕** Alpha Keyboarding 10-13
 - + Alpha Keyboarding 14-17
 - + Alpha Keyboarding 18-20
 - Netiquette Discussion
 - **±** Unit Exam
- Learning the Game Part 2 (Unit)
 - <u> Lessons</u>
 - Ethics Discussion
 - Numeric Keyboarding 1-2
 - Numeric Keyboarding 3-4
 - Numeric Keyboarding 5-6
 - Numeric Keyboarding 7-8
 - Numeric Keyboarding 9-10
 - Numeric Keyboarding 11-13
 - Numeric Keyboarding 14-16
 - Numeric Keypad 1-2
 - Numeric Keypad 3-4
 - ± ... Exam
- Playing the Game (Unit)
 - Ė- <u>Lessons</u>
 - Past to Future Discussion
 - Skillbuilder A-B
 - Fav Game E-mail
 - **₩ord Processing**
 - **B** SkillBuilder C-D
 - **Inquiry Letter**
 - Thank You Letter
 - **⊕** Skillbuilder E-F
 - **⊕** Game Report
 - **<u> SkillBuilder G-H</u>**

- Learning the Internet
- Games in Your Future? (Unit)
 - Lessons
 - <u> SkillBuilder I−J</u>
 - <u>➡</u>... <u>Skillbuilder Assessment 3 & Lessons K–L</u>
 - Strategy to Success
 - Interest Inventory E-mail
 - <u> SkillBuilder M-N</u>
 - SkillBuilder Lesson O, Assessment 4, Lessons P&Q
 - Electronic Presentation
 - <u>+</u> Teamwork in the Workplace
 - SkillBuilder R-T & Assessment
 - <u>÷</u>... <u>Exam</u>

Course: Giant Campus HS Digital Arts I

Display Name: HS Digital Arts I

⊡ Units & Lessons

- Course Overview (Unit)
 - Ė- Lessons
 - Start the Course
 - <u>Set Up Your Computer</u>
 - Set Up a Browser and Install Software
 - Find and Complete Coursework
 - <u>**+**</u> ... <u>Review</u>
- Introduction to Digital Art (Unit)
 - Ė- Lessons

 - <u> inkscape Basics</u>
 - More Inkscape Basics
 - **±** ··· Review
- ☐ Lines (Unit)
 - Ė Lessons
 - ines in Art
 - Draw and Edit Lines
 - Make Bezier Curves
 - Style Lines
 - Start the Art Project
 - <u>**+**</u> Review
- **Ġ** Shape and Form (Unit)
 - Ė- Lessons
 - **⊞**—Shape
 - Draw Shapes
 - Form Form
 - Add Shape and Form
 - <u>**+**</u> Review
- Color (Unit)
 - ... <u>Lessons</u>
 - E-Color and Light
 - Color in Art
 - **⊕** Paint with Color
 - Add Color to Your Still Life
 - Add Grapes to Your Still Life
 - Review

- □ Value (Unit)
 - Lessons

 - <u>Create Value</u>
 - <u>Start Adding Value to the Still Life</u>
 - Finish Adding Value to the Still Life
 - Review
- □ Space (Unit)
 - Lessons
 - Visual Cues

 - <u>Create Space</u>
 - Add a Table to the Still Life
 - Add a Book to the Still Life
 - <u>**÷**</u> ... <u>Review</u>
- - Lessons
 - <u> Texture in Art</u>
 - Add Texture to Your Still Life
 - ... <u>Review</u>

Course: Introduction to Computers and Applications A

Display Name: Introduction to Computers and Applications A

⊡ Units & Lessons Internet Safety and Ethics (Unit) Ė Lessons <u> Cyber Community</u> <u>E</u> Cyber Bullying **Intellectual Property** <u>Cyber Ethics</u> Hardware (Unit) - Lessons Hardware vs. Software <u>Motherboard</u> Hard Drive • Memory **±** Removable Storage Drives **⊞** Monitors **₱**-- Printers ⊕ Ports **i** Internet Hardware ☐ Microsoft® Windows (Unit) <u> Lessons</u> What is an Operating System? Common Features of the MS Windows Operating System File Directory Structure Windows Explorer Manipulating Files and Folders Using the Start Menu **±** Accessories Fine Tuning Windows (with System Tools) Basic Features of the Control Panel Final Review and Exam (Unit) <u> Lessons</u> **⋢** Final Review **±** Final Exam

Course: Introduction to Computers and Applications B

Display Name: Introduction to Computers and Applications B

⊡ Units & Lessons Internet Safety and Ethics (Unit) Ė Lessons **!** Identity Theft • Online Relationships **⊞** Social Networking <u>₩eb 2.0</u> Microsoft® Word (Unit) - Lessons **!** Introduction to Word E-Common Interface and Toolbars **!** Entering and Editing Text **⊕** Formatting Text Formatting Paragraphs **!** <u>Inserting Images</u> **⊕** Using the Drawing Tools Editing and Proofreading Tools Page Layout + Printing a Document Introduction to Microsoft® PowerPoint (Unit) <u> Lessons</u> Introduction to PowerPoint <u>tanage</u> Creating a Presentation 4 Adding Animations to your Presentation **H** Viewing and Printing ☐ Microsoft® Excel (Unit) Ė Lessons <u>Introduction to Excel</u> Entering Different Types of Data Formatting Cells **⊕** Sorting **Working with Formulas** Final Review and Exam (Unit) Ė- Lessons Final Review

. Final Exam

6/7/2012

Course: Sign Language 6-8

Display Name: Middle Sign Language

- Units & Lessons
 - Intro (Unit)
 - <u>Lessons</u>
 - History/Culture
 - About ASL
 - <u>Dialogue</u>
 - **ABCs**
 - <u>Fingerspelling</u>
 - <u>Greetings</u>
 - <u>Etiquette</u>
 - Review
 - <u> Unit Test</u>
 - Numbers (Unit)
 - Lessons
 - <u>Numbers 1-1,000</u>
 - **E** Counting and Money
 - Math, Weights, and Measures
 - Review
 - Unit Test
 - Time (Unit)
 - <u>Lessons</u>
 - The Clock
 - Days and Months
 - **Seasons and Holidays**
 - Review
 - <u>Unit Test</u>
 - Nouns (Unit)
 - Lessons
 - Identifying and Indexing
 - People
 - <u>Agency</u>
 - Dialogue
 - Places and Things
 - <u>Review</u>
 - <u>Unit Test</u>
 - Descriptions (Unit)
 - <u>Lessons</u>
 - Comparative Adjectives
 - <u>DCL Classifiers Size and Shape Specifiers</u>
 - <u>Possession</u>
 - Colors

New Mexico Connections Academy

Appendix A - 599

6/8/2012 10:40 AM

- <u>Location</u>
- <u>Dialogue</u>
- <u>Review</u>
- <u>Unit Test</u>

Course: MS Business Keyboarding

Display Name: Business Keyboarding

⊡ Units & Lessons

- Learning the Game Part 1 (Unit)
 - Ė- Lessons
 - Course Information
 - **!** <u>Installing MicroType</u>
 - **♣** Alpha Keyboarding 1-2
 - Alpha Keyboarding 3-5
 - **⊕** Alpha Keyboarding 6-9
 - **⊕** Alpha Keyboarding 10-13
 - Alpha Keyboarding 14-17
 - Alpha Keyboarding 18-20
 - Netiquette Discussion
 - **±** Unit Exam
- Learning the Game Part 2 (Unit)
 - <u> Lessons</u>
 - Ethics Discussion
 - Numeric Keyboarding 1-2
 - Numeric Keyboarding 3-4
 - Numeric Keyboarding 5-6
 - Numeric Keyboarding 7-8
 - Numeric Keyboarding 9-10
 - Numeric Keyboarding 11-13
 - Numeric Keyboarding 14-16
 - Numeric Keypad 1-2
 - Numeric Keypad 3-4
 - **±** Exam
- Playing the Game (Unit)
 - Ė- <u>Lessons</u>
 - Past to Future Discussion
 - **⊞** Skillbuilder A-B
 - Fav Game E-mail
 - **₩ord Processing**
 - **B** SkillBuilder C-D
 - **Inquiry Letter**
 - Thank You Letter
 - Skillbuilder E-F
 - <u>Game Report</u>
 - **Ġ** SkillBuilder G-H

- Learning the Internet
- Games in Your Future? (Unit)
 - Lessons
 - <u> SkillBuilder I−J</u>
 - <u>➡</u>... <u>Skillbuilder Assessment 3 & Lessons K–L</u>
 - Strategy to Success
 - Interest Inventory E-mail
 - <u> SkillBuilder M-N</u>
 - SkillBuilder Lesson O, Assessment 4, Lessons P&Q
 - Electronic Presentation
 - Teamwork in the Workplace
 - SkillBuilder R-T & Assessment
 - <u>÷</u>... <u>Exam</u>

Course: Giant Campus MS Digital Arts I

Display Name: MS Digital Arts I

⊡ Units & Lessons

- Course Overview (Unit)
 - Ė- Lessons
 - Start the Course
 - <u> Set Up Your Computer</u>
 - Set Up a Browser and Install Software
 - Find and Complete Coursework
 - <u>**+**</u> ... <u>Review</u>
- Introduction to Digital Art (Unit)
 - Ė- Lessons

 - <u> Digital Art</u>
 - **<u>İ</u>**... Inkscape Basics
 - More Inkscape Basics
 - **±** ··· Review
- Lines (Unit)
 - Ė Lessons
 - ines in Art
 - Draw and Edit Lines
 - Make Bezier Curves
 - Style Lines
 - Start the Art Project
 - <u>**+**</u> Review
- **Ġ** Shape and Form (Unit)
 - Ė... <u>Lessons</u>
 - Shape
 - Draw Shapes
 - Form Form
 - Add Shape and Form
 - <u>**+**</u> Review
- Color (Unit)
 - ... <u>Lessons</u>
 - E-Color and Light
 - Color in Art
 - **⊕** Paint with Color
 - Add Color to Your Still Life
 - Add Grapes to Your Still Life
 - Review

- □ Value (Unit)
 - Lessons

 - <u>Create Value</u>
 - <u>Start Adding Value to the Still Life</u>
 - Finish Adding Value to the Still Life
 - Review
- □ Space (Unit)
 - Lessons
 - Visual Cues

 - <u>Create Space</u>
 - Add a Table to the Still Life
 - Add a Book to the Still Life
- - Lessons
 - <u> Texture in Art</u>
 - + Add Texture to Your Still Life
 - ... <u>Review</u>

Course: Music I

Display Name: Music I

- Units & Lessons
 - The Music Break (Unit)
 - Lessons
 - The Music Tree
 - Alphabet Song
 - Twinkle, Twinkle Little Star
 - America the Beautiful
 - My Country, 'Tis of Thee
 - Noble Duke of York
 - it's Raining
 - Eensy Weensy Spider
 - This Old Man
 - Alphabet Animals
 - You're a Grand Old Flag
 - if You're Happy
 - Hot Cross Buns
 - There Was a Crooked Man
 - Hickory, Dickory Dock
 - Frere Jaques
 - Jig Jog
 - <u>Dinosaurs</u>

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1 of 1

Course: Music II

Display Name: Music II

- Units & Lessons
 - Opposites (Unit)
 - <u>Lessons</u>
 - Maestro Mi
 - Your Voice
 - Fast and Slow
 - Loud and Soft
 - Fast or Slow with Loud or Soft
 - High or Low
 - <u>Unit 1 Review</u>
 - The Steady Heartbeat (Unit)
 - Lessons
 - Move Fast, Move Slow
 - Play the Drum
 - Move to Music
 - The Steady Heartbeat
 - Practice the Steady Heartbeat
 - Melody (Unit)
 - Lessons
 - The Tune
 - Phrases
 - Form Form
 - The Orchestra (Unit)
 - Lessons
 - **Four Families**
 - <u>Woods, Metals, Skins, and Rattles</u>
 - The Brass Family
 - Rhythm (Unit)
 - Lessons
 - Short and Long Sounds
 - Quarter and Eighth Notes
 - Rhythm vs. Beat
 - Silences
 - Long Tones
 - Ostinatos
 - Rhythm Practice
 - The Pentatonic Scale (Unit)
 - <u>Lessons</u>
 - Sing High, Sing Low
 - Mi and So
 - The Music Staff

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- Moving Up
- Moving Down
- The Pentatonic Scale
- Putting it all Together

Course: Music III

Display Name: Music III

- Units & Lessons
 - The Basics: Beat, Rhythm, and Melody (Unit)
 - Lessons
 - The Steady Beat
 - Rhythms
 - The Melody
 - <u>Scales</u>
 - Beat, Rhythm, and Meter (Unit)
 - Lessons
 - Practice the Steady Heartbeat
 - Beat vs. Rhythm
 - Moving Fast
 - Meter in 2
 - Rhythm and Meter Practice
 - Beat, Rhythm, and Meter Unit Test
 - Melodic Patterns (Unit)
 - Lessons
 - <u>The Melody</u>
 - Do, re, mi, fa, so
 - The Do-Pentatonic Scale
 - Partner Songs
 - <u>Canons</u>
 - Melodic Patterns Unit Test
 - The Orchestra (Unit)
 - <u>Lessons</u>
 - The Four Sections of the Orchestra
 - The Strings
 - The Woodwinds
 - Ludwig van Beethoven
 - **Small Ensembles**
 - The Orchestra Unit Test
 - More With Rhythm and Meter (Unit)
 - <u>Lessons</u>
 - **Reading Rhythms**
 - **Syncopation**
 - Meter in 2 and 3
 - Eighth and Sixteenth Notes
 - Rhythm and Meter Review
 - More Rhythms Unit Test
 - More Melodic Patterns (Unit)
 - <u>Lessons</u>

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Appendix A - 608

6/8/2012 10:45 AM

- Reading Melodic Patterns
- <u>Octaves</u>
- <u>La-Pentatonic Scale</u>
- Major and Minor
- More Melodic Patterns
- More Melodic Patterns Unit Test

Course: Music IV

Display Name: Music IV

- Units & Lessons
 - Music Terminology (Unit)
 - Lessons
 - What Is Music?
 - The Steady Heartbeat
 - Rhythm
 - <u>Meter</u>
 - <u>Pitch</u>
 - The Melody
 - Phrases and Form
 - Dynamics: Loud and Soft
 - Tempo: Fast and Slow
 - Putting it Together: Unit 1 Review
 - <u>Unit 1 Test</u>
 - The Sounds of Music (Unit)
 - Lessons
 - <u>Strings</u>
 - <u>Woodwinds</u>
 - Brass
 - <u>Percussion</u>
 - <u>Keyboards</u>
 - Where Should I Sit?
 - The Finishing Touch
 - Orchestral Families Unit Review
 - A Tour Through Time (Unit)
 - Lessons
 - Bach and the Fugue
 - Haydn and the Symphony
 - Beethoven's New Style
 - Tchaikovsky and the Concerto
 - <u>Unit 3 Review</u>
 - <u>Unit 3 Test</u>
 - Music Notation (Unit)
 - <u>Lessons</u>
 - Reading Rhythms, Part I
 - Reading Rhythms, Part II
 - Reading Rhythms, Part III
 - Melodic Patterns, Part I
 - Melodic Patterns, Part II
 - The Music Staff

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Appendix A - 610

6/8/2012 10:46 AM

<u>Music Notation Review</u>

Music Notation Unit Test

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2 of 2

Course: Physical Education 1

Display Name: Physical Education 1

- Units & Lessons
 - Get Up and Move (Unit)
 - Lessons
 - Introduction to Physical Education 1
 - Ping-Pong Pass
 - Limbo Lights
 - Push-ups
 - Side Straddle Hop
 - Musical Hoops
 - Plyometrics
 - Marsupial Mania
 - Making Healthy Choices (Unit)
 - Lessons
 - Nutrition: USDA's MyPlate
 - Nutrition: Choosing Healthy Food
 - **Exercise**
 - <u>Personal Hygiene</u>
 - Make Your Own Fun (Unit)
 - <u>Lessons</u>
 - Make Your Own Kite
 - Make Your Own Plisbee
 - Make Your Own Catcher's Cup
 - Games from Around the World (Unit)
 - Lessons
 - Brinca (Spain)
 - Chunky (Native American)
 - Japanese Horseshoes (Japan)
 - Lame Hen (China)
 - Lompat Tali (Indonesia)
 - Down, Down, Down (Australia)
 - Show Your Strength (Unit)
 - <u>Lessons</u>

1 of 1

- Bowling for Bottles
- Give Yourself a Hand
- **Soaring Slippers**
- Ping Pong Pockets
- **Sponge Toss**

New Mexico Connections Academy

Course: Physical Education 2

Display Name: Physical Education 2

- Units & Lessons
 - Get Up and Move (Unit)
 - Lessons
 - Introduction to Physical Education 2
 - **Space Awareness: Balance**
 - Tightrope Walker
 - Body Toss
 - Side Straddle Hop
 - Scarf Juggling
 - Jumping Jacks to the Music
 - Where Are You Going?
 - Making Healthy Choices (Unit)
 - <u>Lessons</u>
 - Nutrition: MyPlate
 - Nutrition: Choosing Healthy Food
 - <u>Exercise</u>
 - <u>Personal Hygiene</u>
 - Games You Can Make! (Unit)
 - <u>Lessons</u>
 - Make Your Own Cheerleader Pompoms
 - Make Your Own Coffee Can Stilts
 - Make Your Own Swirling Dancing Ribbons
 - Ab Wheelie
 - Don't Fall in the Lava
 - **■** Beach Ball Lift
 - Games from Around the World (Unit)
 - <u>Lessons</u>
 - Greece: The Snail Game
 - Romania: Rings Game
 - Germany: Hit the Pot and Sardines
 - China: Hopping Chicken and Jump Over the Band
 - Colombia: Oba
 - Indonesia: Jumping Rope
 - How Strong Are You? (Unit)
 - <u>Lessons</u>
 - Deck of Cards
 - **<u>Imp</u>** Start Your Heart
 - **Get Around This!**
 - Get Up and Dance!
 - Let's Build Your Muscles!

New Mexico Connections Academy

Course: Physical Education 3

Display	Name:	Physical	Education	3
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- Units & Lessons
 - The Presidential Fitness Challenge: Introduction (Unit)
 - Lessons
 - About the President's Challenge
 - Endurance Run/Walk & Shuttle Run
 - Pull-ups or Push-ups
 - **▼** V-Sit and Reach
 - Moving, Stretching, and Strengthening (Unit)
 - Lessons
 - **Jumping and Leaping**
 - <u> Move It!</u>
 - <u> Did You Catch That?</u>
 - Which Way Am I Going?
 - I Am Strong and Sturdy
 - <u>Upper Body Strength</u>
 - Twist and Turn
 - Bending and Stretching
 - Jumping Beans
 - Jumping Beans II
 - Lower Body Strength
 - Developing a Healthy Exercise Routine (Unit)
 - Lessons
 - **A Healthy Exercise Routine**
 - Flexibility Training
 - Aerobic Training
 - **Strength and Endurance Training**
 - Your Body and Exercise (Unit)
 - Lessons
 - **Body Composition**
 - Nutrition and Healthy Eating
 - The Importance of Fluids
 - **Injuries**
 - <u>The Presidential Fitness Challenge (Unit)</u>
 - <u>Lessons</u>
 - Endurance Run/Walk and Shuttle Run
 - Pull-ups or Push-ups and Curl-ups
 - **▼** V-Sit and Reach
 - Games Around the World (Unit)
 - Lessons

 - <u>Europe</u>

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<u>Africa</u>

<u>Australia</u>

New Mexico Connections Academy

2 of 2

Course: Physical Education 4

Display Nar	ne: Physical	Education 4
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- Units & Lessons
 - The Presidential Fitness Challenge: Introduction (Unit)
 - Lessons
 - About the Presidential Fitness Challenge
 - Endurance Run/Walk & Shuttle Run
 - Pull-ups, Push-ups, and Curl-ups
 - **▼** V-Sit and Reach
 - Learning Locomotor Skills (Unit)
 - Lessons
 - **Jumping and Leaping**
 - <u> Move It!</u>
 - <u> Did You Catch That?</u>
 - Which Way Am I Going?
 - I Am Strong and Sturdy
 - <u> Upper Body Strength</u>
 - Twist and Turn
 - Bending and Stretching
 - **Jumping Beans**
 - **I** Jumping Beans II
 - Lower Body Strength
 - Developing A Healthy Exercise Routine (Unit)
 - Lessons
 - **A Healthy Exercise Routine**
 - Flexibility Training
 - Aerobic Training
 - **Strength and Endurance Training**
 - Your Body and Exercise (Unit)
 - Lessons
 - **Body Composition**
 - Nutrition & Healthy Eating
 - The Importance of Fluids
 - **Injuries**
 - The Presidential Fitness Challenge (Unit)
 - <u>Lessons</u>
 - Endurance Run/Walk and Shuttle Run
 - Pull-ups or Push-ups and Curl-ups
 - **▼** V-Sit and Reach
 - Games Around The World (Unit)
 - Lessons

 - <u>Europe</u>

New Mexico Connections Academy

<u>Australia</u>

+ Africa

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2 of 2

Course: Physical Education 5

Display	Name:	Physical	Education	5
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- Units & Lessons
 - The Presidential Fitness Challenge: Introduction (Unit)
 - Lessons
 - About the Presidential Fitness Challenge
 - Endurance Run/Walk & Shuttle Run
 - Pull-ups, Push-ups, and Curl-ups
 - **V-Sit and Reach**
 - Learning Locomotor Skills (Unit)
 - <u>Lessons</u>
 - Steal the Ball
 - Marathon Walk/Run
 - <u>Up and Down the Step Aerobics</u>
 - Let's Get Jumping
 - Let's Have a Ball
 - Throw and Catch
 - You Can Build a Strong Upper Body
 - <u>Get Flexible</u>
 - Strong Legs Will Take You Far
 - Core Strength: Twisting and Turning
 - Fitness Around the House
 - Developing a Healthy Exercise Routine (Unit)
 - Lessons
 - **A Healthy Exercise Routine**
 - Flexibility Training
 - Aerobic Training
 - Training for Strength and Endurance
 - Your Body and Exercise (Unit)
 - Lessons
 - **Body Composition**
 - Nutrition & Healthy Eating
 - The Importance of Fluids
 - **Injuries**
 - The Presidential Fitness Challenge (Unit)
 - <u>Lessons</u>
 - Endurance Run/Walk and Shuttle Run
 - Pull-ups or Push-ups and Curl-ups
 - **V-Sit and Reach**
 - Games Around The World (Unit)
 - Lessons

 - <u>Europe</u>

New Mexico Connections Academy

<u>Australia</u>

+ Africa

New Mexico Connections Academy

Course: VS: Personal Fitness

Display Name: Personal Fitness

- Units & Lessons
 - Fitness Awareness and Understanding (Unit)
 - Lessons
 - The Importance of Fitness
 - Fitness Testing
 - <u>Components of Fitness</u>
 - Guidelines for the Exercise Session
 - <u>Understanding How the Joints Move</u>
 - Applying Fitness Principles to Flexibility
 - Stretching Exercises
 - <u> Cardiovascular Fitness (Unit)</u>
 - Lessons
 - Anatomical Structure of the Heart and How It Works
 - Respiratory System Functions
 - Muscle Fibers
 - Types of Muscles
 - <u>Developing Muscular Endurance</u>
 - **Diseases Associated With Poor Aerobic Conditioning**
 - Aerobic Training Benefits
 - Oxygen Transport
 - Body Fat and Obesity
 - Nutrition (Unit)
 - <u>Lessons</u>
 - <u>Understanding Nutrients</u>
 - **Example 2** Sports Nutrition Myths
 - <u>Hydration</u>
 - <u> Weight Control</u>
 - Fad Diets
 - in Anorexia Nervosa and Bulimia
 - <u>Stress</u>
 - Designing Your Personal Exercise Program (Unit)
 - <u>Lessons</u>

1 of 1

- Exercising Safely/Designing Your Exercise Program
- Final Exam

New Mexico Connections Academy

Course: VS: Physical Education

Display Name: Physical Education

- Units & Lessons
 - Fitness (Unit)
 - Lessons
 - <u>Stretching Lesson</u>
 - <u>Cardiovascular Training</u>
 - Physical Fitness Testing
 - <u>Weight Training</u>
 - Team Sports (Unit)
 - Lessons
 - Soccer Skill Progression
 - Soccer Rules and Positions
 - Basketball Skills Progression
 - Basketball Rules, Positions, and Current Events
 - Baseball and Softball Skills Progression
 - Baseball and Softball Rules and History
 - <u>Volleyball Skills Progression</u>
 - Volleyball Rules, Rotation, and Scoring
 - Individual Sports (Unit)
 - Lessons
 - Golf Skills
 - Golf Rules and Scoring
 - Tennis Skills and Rules
 - Lifelong Recreation Activities
 - Final Exam (Unit)
 - <u>Lessons</u>
 - Final Exam

New Mexico Connections Academy

1 of 1

Course: Programming I: VB.NET

Display Name: Programming I: VB.NET

⊡ Units & Lessons

- Course Overview (Unit)
 - Ė... <u>Lessons</u>
 - **Introduction** Introduction
 - Programming and VB.NET
 - **Programming Practice**
- Software Development and Architecture (Unit)
 - Ė Lessons
 - **Introduction** Introduction
 - Systems Development Life Cycle
 - Alternatives to SDLC
 - Program Flow
 - Architecture
- □ Fundamentals (Unit)
 - ... Lessons
 - **Introduction** Introduction

 - Operators
 - <u>Statements</u>
 - Building and Compiling
- Framework and Objects (Unit)
 - Ė... <u>Lessons</u>
 - **Introduction Introduction**
 - Inside the .NET Framework
 - **⋣**-- Applications
 - Object-Oriented Programming
- Arraylist, Collections, Stacks and Queues (Unit)
 - Ė... <u>Lessons</u>
 - <u>■</u> Introduction
 - <u>Collection Overview</u>
 - **⊕** Arraylist
 - **Stacks and Queues**
 - **⊞** Hashtable
 - <u> Unit Exam</u>

- Exception Handling (Unit)
 - <u> Lessons</u>
 - <u>**Introduction**</u>
 - <u>Understanding Exception Handling</u>
 - <u>Understanding Pre-Defined Exceptions</u>

 - <u> Unit Project</u>
- Delegates and Events (Unit)
 - Lessons
 - Introduction
 - <u>Delegates</u>
 - Events Events
 - <u>Threads</u>
 - <u> Unit Exam</u>
- Final Project (Unit)
 - Lessons
 - Final Project 1
 - Final Project 2

Course: Programming II: Java

Display Name: Programming II: Java

⊡ Units & Lessons

- ☐ Introducing Java (Unit)
 - Ė... <u>Lessons</u>
 - <u>**İ**</u> <u>Introduction</u>
 - **Introduction to Java**
 - Getting Started with Java
- Basics (Unit)
 - Lessons
 - **Introduction** Introduction
 - Basic Language Elements
 - **∃** Java Operators
 - **∃** Java Control Statements
 - <u>i</u> Java Access Modifiers
- Arrays (Unit)
 - Ė- <u>Lessons</u>
 - **Introduction Introduction**
 - Creating and Using Arrays
 - Classification of Arrays
 - **≜** ArrayList
 - ±-- Sorting
 - Searching
- OOP (Unit)
 - Ė Lessons
 - **!** Introduction
 - Classes and Objects
 - <u>Constructors</u>
 - Class Inheritance
 - Object Casting
 - Abstraction, Interface, and Polymorphism
 - Overloading and Overriding
- □ Strings (Unit)
 - Ė- Lessons
 - **Introduction Introduction**
 - **String Class**
 - StringBuffer
- Exception Handling, Assertions (Unit)
 - Ė Lessons
 - **!** Introduction

- Exception Handling
- <u>Assertions</u>
- <u>Threads</u>
- GUI Introduction (Unit)
 - <u> Lessons</u>
 - <u>introduction</u>
 - Graphical User Interface (GUI)

 - <u></u> ... <u>AWT</u>
 - Events <u>Events</u>
- Final Project (Unit)
 - <u> Lessons</u>
 - Final Project

Course: Aventa HS Spanish I A

Display Name: Spanish I A

- Units & Lessons
 - Saludos (Unit)
 - Lessons
 - Lección Uno
 - Lección Dos
 - Lección Tres
 - Lección Cuatro
 - Lección Cinco
 - Lección Seis
 - Lección Siete
 - Lección Ocho
 - Lección Nueve
 - Lección Diez
 - Lección Once
 - Lección Doce
 - <u>Lección Trece</u>
 - Lección Catorce
 - Lección Quince
 - **Lección Dieciséis**
 - Lección Diecisiete
 - <u>Lección Dieciocho</u>
 - El Día y La Fecha (Unit)
 - <u>Lessons</u>
 - Lección Uno

 - Lección Tres
 - <u>Lección Cuatro</u>
 - <u>Lección Cinco</u>
 - Lección Seis
 - Lección Siete
 - Lección Ocho
 - Lección Nueve
 - Lección Diez
 - Lección Once
 - <u>Lección Doce</u>
 - Lección Trece
 - Lección Catorce
 - Lección Quince
 - Lección Dieciséis
 - Los Saludos Unit Exam
 - El Tiempo (Unit)

New Mexico Connections Academy

Appendix A - 626

6/8/2012 10:50 AM

- <u>Lessons</u>
 - <u>Lección Uno</u>
 - Lección Dos
 - Lección Tres
 - Lección Cuatro
 - <u>Lección Cinco</u>
 - <u>Lección Seis</u>
 - Lección Siete
 - Lección Ocho
 - Lección Nueve
 - Lección Diez
 - Lección Once
 - <u>Lección Doce</u>
 - <u>Lección Trece</u>
 - <u>Lección Catorce</u>
- La Hora (Unit)
 - Lessons
 - Lección Uno
 - Lección Dos
 - Lección Tres
 - Lección Cuatro
 - <u>Lection oddin</u>
 - <u>Lección Cinco</u>
 - Lección Seis
 - <u>Lección Siete</u>
 - <u>Lección Ocho</u>
 - Lección Nueve
 - Lección Diez
 - Lección Once
 - Lección Doce
 - Lección Trece
 - Lección Catorce
 - Lección Quince
 - <u>Lección Dieciséis</u>
 - Lección Diecisiete
- Los Colores (Unit)
 - <u>Lessons</u>
 - Lección Uno
 - <u>Lección Dos</u>
 - Lección Tres
 - Lección Cuatro
 - <u>Lección Cinco</u>
 - <u>Lección Seis</u>
 - Lección Siete
 - Lección Ocho
 - Lección Nueve
 - Lección Diez
 - Lección Once
 - Lección Doce

Appendix A - 627

6/8/2012 10:50 AM

- Lección Trece
- Lección Catorce
- Lección Quince
- Lección Dieciséis
- <u>Lección Diecisiete</u>
- Examen (Unit)

- Lessons
 - <u>Semester Review</u>
 - <u>Semester Exam</u>

New Mexico Connections Academy

Course: Aventa HS Spanish I B

Display Name: Spanish I B

- Units & Lessons
 - Los Lugares (Unit)
 - <u>Lessons</u>
 - Lección Uno
 - Lección Dos
 - Lección Tres
 - Lección Cuatro
 - Lección Cinco
 - Lección Seis
 - Lección Siete
 - Lección Ocho
 - Lección Nueve
 - Lección Diez
 - Lección Once
 - Lección Doce
 - Lección Trece
 - Lección Catorce
 - <u>La Familia (Unit)</u>
 - Lessons
 - Lección Uno
 - Lección Dos
 - <u>Lección Tres</u>
 - Lección Cuatro
 - Lección Cinco
 - Lección Seis
 - Lección Siete
 - Lección Ocho
 - Lección Nueve
 - <u>Lección Diez</u>
 - Lección Once
 - Lección Doce
 - <u>Lección Trece</u>
 - Lección Catorce
 - Lección Quince
 - <u>Lección Dieciséis</u>
 - Lección Diecisiete

 Lección Dieciocho
 - La Comida (Unit)
 - <u>Lessons</u>
 - Lección Uno
 - Lección Dos

New Mexico Connections Academy

Appendix A - 629

6/8/2012 10:52 AM

- Lección Tres
- <u>Lección Cuatro</u>
- **Lección Cinco**
- Lección Seis
- Lección Siete
- <u>Lección Ocho</u>
- **Lección Nueve**
- Lección Diez
- Lección Once
- Lección Doce
- <u>Lección Trece</u>
- Lección Catorce
- Lección Quince
- <u>Lección Dieciséis</u>
- Lección Diecisiete
- Las Actividades (Unit)
 - Lessons
 - Lección Uno
 - Lección Dos
 - Lección Tres
 - Lección Cuatro
 - Lección Cinco
 - T
 - Lección Seis
 Lección Siete
 - Lección Ocho
 - Lección Nueve
 - Lección Diez
 - Lección Once
 - Lección Doce
 - Lección Trece
 - Lección Catorce
 - Lección Quince
 - Lección Dieciséis
 - <u>Lección Diecisiete</u>
- - Lessons
 - Lección Uno
 - <u>Lección Dos</u>
 - Lección Tres
 - Lección Cuatro
 - <u>Lección Cinco</u>
 - Lección Seis
 - Lección Siete
 - Lección Ocho
 - <u>Lección Nueve</u>
 - <u>Lección Diez</u>
 - Lección Once
 - Lección Doce

- <u>Lección Trece</u>
- <u>Lección Catorce</u>
- <u>Lección Quince</u>
- Lección Dieciséis
- Lección Diecisiete
- Lección Dieciocho
- Examen (Unit)
 - <u>Lessons</u>
 - Lección Uno

3 of 3

Course: Aventa HS Spanish II A

Display Name: Spanish II A

- Units & Lessons
 - La Rutina Diaria (Unit)
 - Lessons
 - Lección Uno
 - Lección Dos
 - Lección Tres
 - Lección Cuatro
 - Lección Cinco
 - Lección Seis
 - Lección Siete
 - Lección Ocho
 - Lección Nueve
 - <u>Lección Diez</u>
 - Lección Once
 - Lección Doce
 - Lección Trece
 - Lección Catorce
 - Lección Quince
 - <u>Unit Exam</u>
 - Los Animales (Unit)
 - Lessons
 - Lección Uno
 - Lección Dos
 - Lección Tres
 - **Lección Cuatro**
 - <u>Lección Cinco</u>
 - Lección Seis
 - Lección Siete
 - Lección Ocho
 - Lección Nueve
 - Lección Diez
 - Lección Once
 - Lección Doce
 - Lección Trece
 - <u>Lección Catorce</u>
 - Lección Quince
 - Lección Dieciséis
 - La Diversión (Unit)
 - Lessons
 - Lección Uno
 - Lección Dos

New Mexico Connections Academy

- <u>Lección Tres</u>
- Lección Cuatro
- **Lección Cinco**
- Lección Seis
- Lección Siete
- Lección Ocho
- **Lección Nueve**
- Lección Diez
- Lección Once
- Lección Doce
- <u>Lección Trece</u>
- <u>Lección Catorce</u>
- Lección Quince
- Lección Dieciséis
- Lección Diecisiete
- El Cuerpo (Unit)
 - <u>Lessons</u>
 - Lección Uno
 - Lección Dos
 - Lección Tres
 - Lección Cuatro
 - Lección Cinco
 - Lección Seis
 - Lección Siete
 - <u>Lección Ocho</u>
 - Lección Nueve
 - Lección Diez
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 - Lección Doce
 - <u>Lección Trece</u>
 - <u>Lección Catorce</u>
 - <u>Lección Quince</u>
- La Descripción (Unit)
 - Lessons
 - Lección Uno
 - Lección Dos
 - Lección Tres
 - <u>Lección Cuatro</u>
 - Lección Cinco
 - Lección Seis
 - **Lección Siete**
 - <u>Lección Ocho</u>
 - <u>Lección Nueve</u>
 - <u>Lección Diez</u>
 - <u>Lección Once</u>
 - <u>Lección Doce</u>
 - Lección Trece
 - <u>Lección Catorce</u>

Appendix A - 633

6/8/2012 10:53 AM

- Lección Quince
- Lección Dieciséis
- <u>Lección Diecisiete</u>
- <u>Lección Dieciocho</u>
- <u>Lección Diecinueve</u>
- Examen (Unit)
 - Lessons
 - <u>Lección Uno</u>
 - Lección Dos

Course: Aventa HS Spanish II B

Display Name: Spanish II B

- Units & Lessons
 - La Casa (Unit)
 - <u>Lessons</u>
 - Lección Uno
 - Lección Dos
 - Lección Tres
 - Lección Cuatro
 - Lección Cinco
 - Lección Seis
 - Lección Siete
 - Lección Ocho
 - Lección Nueve
 - Lección Diez
 - Lección Once
 - Lección Doce
 - Lección Trece
 - Lección Catorce
 - Lección Quince
 - **Lección Dieciséis**
 - Las Compras (Unit)
 - <u>Lessons</u>
 - Lección Uno
 - Lección Dos
 - Lección Tres
 - **Lección Cuatro**
 - Lección Cinco
 - Lección Seis
 - T
 - <u>Lección Siete</u>
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 - Lección Nueve
 - Lección Diez
 - Lección Once
 - Lección Doce
 - Lección Trece
 - Lección Catorce
 - Lección Quince
 - Lección Dieciseis

 Lección Diecisiete
 - Lección Dieciocho
 - El Entretenimiento (Unit)
 - <u>Lessons</u>

New Mexico Connections Academy

Appendix A - 635

6/8/2012 10:55 AM

- Lección Uno
- Lección Dos
- **Lección Tres**
- Lección Cuatro
- <u>Lección Cinco</u>
- <u>Lección Seis</u>
- Lección Siete
- Lección Ocho
- Lección Nueve
- Lección Diez
- Lección Once
- <u>Lección Doce</u>
- **Lección Trece**
- Lección Catorce
- <u>Lección Quince</u>
- <u>Lección Dieciséis</u>
- Más Tiempo Libre (Unit)
 - <u>Lessons</u>
 - Lección Uno
 - Lección Dos
 - <u>Lección Tres</u>
 - Lección Cuatro
 - Lección Cinco
 - Lección Seis
 - <u>Lección Siete</u>
 - Lección Ocho
 - Lección Nueve
 - Lección Diez
 - Lección Once
 - Lección Doce
 - Lección Trece
 - Lección Catorce
 - Lección Quince
- Los Viajes (Unit)
 - Lessons
 - Lección Uno
 - Lección Dos
 - Lección Tres
 - Lección Cuatro
 - <u>Lección Cinco</u>
 - Lección Seis
 - <u>Lección Siete</u>
 - Lección Ocho
 - <u>Lección Nueve</u>
 - <u>Lección Diez</u>
 - Lección Once
 - Lección Doce
 - Lección Trece

Appendix A - 636

6/8/2012 10:55 AM

- <u>Lección Catorce</u>
- Lección Quince
- Lección Dieciséis
- Lección Diecisiete
- <u>Lección Dieciocho</u>
- Examen (Unit)
 - Lessons
 - Lección Uno
 - Lección Dos

Course: Aventa HS Spanish III A

Display Name: Spanish III A

- Units & Lessons
 - Los Sentimientos (Unit)
 - Lessons
 - Lección 1
 - Lección 2
 - Lección 3
 - Lección 4
 - Lección 5
 - Lección 6
 - Lección 7
 - Lección 8
 - Lección 9
 - T
 - Lección 10
 - Lección 11
 - Lección 12
 - Lección 13
 - Lección 14
 - Lección 15
 - Lección 16
 - Lección 17
 - Lección 18
 - La Transportación (Unit)
 - <u>Lessons</u>
 - Lección 1
 - Lección 2
 - Lección 3
 - Lección 4
 - Lección 5
 - Lección 6
 - Lección 7
 - Lección 8
 - <u>Lección 9</u>
 - Lección 10
 - Lección 11
 - Lección 12
 - Lección 13
 - Lección 14
 - Lección 15
 - Lección 16
 - Lección 17
 - Lección 18

New Mexico Connections Academy

Appendix A - 638

6/8/2012 10:58 AM

A Trabajar (Unit)
Lessons
. Lección 1
. Lección 2
 Lección 3
 <u>Lección 4</u>
1 Lección 5
⊥ Lección 6
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Lección 10
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Lección 12
I - Lección 13
Lección 14
Lección 15
- Lección 16
∔ <u>Lección 17</u>
Los Países Y Las Nacionalidades (Unit)
Lessons
± Lección 1
Lección 2
Lección 3
⊥ <u>Lección 4</u>
Lección 5
- Lección 6
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⊥ <u>Lección 8</u>
⊥ Lección 9
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± Lección 16
El Futuro (Unit)
⊢ <u>Lessons</u>
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<u> Lección 9</u>
New Mexico Connections Academy

Lección 10

Lección 11

Lección 12

Lección 13

Lección 14

Examen (Unit)

Lessons

Lección 1

Lección 2

New Mexico Connections Academy

Course: Aventa HS Spanish III B

Display Name: Spanish III B

- Units & Lessons
 - La Salud (Unit)
 - <u>Lessons</u>
 - Lección Uno
 - Lección Dos
 - Lección Tres
 - Lección Cuatro
 - Lección Cinco
 - Lección Seis
 - Lección Siete
 - Lección Ocho
 - Lección Nueve
 - Lección Diez
 - Lección Once
 - Lección Doce
 - Lección Trece
 - Lección Catorce
 - Lección Quince
 - **Lección Dieciséis**
 - Lección Diecisiete
 - Lección Dieciocho
 - La Casa (Unit)
 - Lessons
 - Lección Uno

 - Lección Tres
 - Lección Cuatro
 - Lección Cinco
 - Lección Seis
 - Lección Siete
 - Lección Ocho
 - Lección Nueve
 - <u>Lección Diez</u>
 - Lección Once
 - <u>Lección Doce</u>
 - Lección Trece
 - Lección Catorce
 - Lección Quince
 - Lección Dieciséis
 - Las Medidas (Unit)
 - <u>Lessons</u>

New Mexico Connections Academy

Appendix A - 641

6/8/2012 11:01 AM

- Lección Uno
- Lección Dos
- **Lección Tres**
- **Lección Cuatro**
- Lección Cinco
- <u>Lección Seis</u>
- <u>Lección Siete</u>
- Lección Ocho
- Lección Nueve
- Lección Diez
- Lección Once
- Lección Doce
- <u>Lección Trece</u>
- Lección Catorce
- Lección Quince
- Lección Dieciséis
- Las Profesiones (Unit)
 - Lessons
 - Lección Uno
 - Lección Dos
 - Lección Tres
 - Lección Cuatro
 - Lección Cinco
 - Lección Seis
 - Lección Siete
 - Lección Ocho
 - Lección Nueve
 - Lección Diez
 - Lección Once
 - Lección Doce
 - Lección Trece
 - <u>Lección Catorce</u>
 - Lección Quince
 - Lección Dieciséis
 - **Lección Diecisiete**
 - <u>Lección Dieciocho</u>
- Mi Historia Personal (Unit)
 - <u>Lessons</u>
 - Lección Uno
 - Lección Dos
 - **Lección Tres**
 - <u>Lección Cuatro</u>
 - Lección Cinco
 - <u>Lección Seis</u>
 - Lección Siete
 - Lección Ocho
 - Lección Nueve
 - <u>Lección Diez</u>

Appendix A - 642

6/8/2012 11:01 AM

- Lección Once
- Lección Doce
- Lección Trece
- <u>Lección Catorce</u>
- Lección Quince
- Examen (Unit)
 - Lessons
 - Lección Uno
 - Lección Dos

Course: Aventa HS Spanish IV A

Display Name: Spanish IV A

- Units & Lessons
 - La Gente (Unit)
 - <u>Lessons</u>
 - Lección 1
 - Lección 2
 - Lección 3
 - Lección 4
 - Lección 5
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 - Lección 14
 - Lección 15
 - Lección 16
 - Lección 17
 - Lección 18
 - Los Logros (Unit)
 - <u>Lessons</u>
 - Lección 1
 - Lección 2
 - Lección 3
 - Lección 4
 - Lección 5
 - Lección 6
 - <u>Lección 7</u>
 - Lección 8
 - <u>Lección 9</u>
 - Lección 10
 - Lección 11
 - Lección 12
 - Lección 13
 - Lección 14
 - Lección 15
 - Lección 16
 - Lección 17
 Lección 18

New Mexico Connections Academy

Lección 19 Los Deseos (Unit) Lessons Lección 1 Lección 2 <u>Lección 3</u> Lección 4 Lección 5 Lección 6 Lección 7 Lección 8 Lección 9 Lección 10 Lección 11 Lección 12 Lección 13 Lección 14 Lección 15 Lección 16 Lección 17 Actividades (Unit) <u>Lessons</u> Lección 1 Lección 2 Lección 3 Lección 4 Lección 5 Lección 7 Lección 8 Lección 9 <u> Lección 10</u> Lección 11 Lección 12 Lección 13 Lección 14 Lección 15 <u>Celebraciones (Unit)</u> <u>Lessons</u> Lección 1 Lección 2 Lección 3 Lección 4 <u>Lección 5</u> <u>Lección 6</u> Lección 7 Lección 8 Lección 9 New Mexico Connections Academy

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New Mexico Connections Academy

Course: Aventa HS Spanish IV B

Display Name: Spanish IV B

- Units & Lessons
 - Posibilidades (Unit)
 - Lessons
 - Lección 1
 - Lección 2
 - Lección 3
 - Lección 4
 - Lección 5
 - Lección 6
 - I
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 - Lección 8
 - Lección 9
 - Lección 10
 - Lección 11
 - Lección 12
 - Lección 13
 - Lección 14
 - Lección 15
 - Lección 16
 - Lección 17
 - Lección 18
 - Lección 19
 - El Pasado (Unit)
 - Lessons
 - Lección 1
 - <u>Lección 2</u>
 - Lección 3
 - Lección 4
 - Lección 5
 - <u>Lección 6</u>
 - Lección 7
 - Lección 8
 - Lección 9
 - Lección 10
 - Lección 11
 - Lección 12
 - Lección 13
 - Lección 14
 - Lección 15
 - Lección 16
 - Lección 17

New Mexico Connections Academy

Appendix A - 647

6/8/2012 11:04 AM

Las Artes (Unit) Lessons Lección 1 Lección 2 Lección 3 Lección 4 Lección 5 Lección 6 Lección 7 Lección 8 Lección 9 Lección 10 Lección 11 Lección 12 Lección 13 Lección 14 Lección 15 Lección 16 Lección 17 Ahora (Unit) Lessons Lección 1 Lección 2 <u>Lección 3</u> Lección 4 Lección 5 Lección 6 <u>Lección 7</u> Lección 8 Lección 9 Lección 10 Lección 11 Lección 12 Lección 13 Lección 14 Lección 15 Lección 16 Se Acaba (Unit) <u>Lessons</u> Lección 1 Lección 2 Lección 3 Lección 4 <u>Lección 5</u> <u>Lección 6</u> Lección 7 Lección 8 Lección 9 New Mexico Connections Academy

Lección 10

Lección 11

Lección 12

Lección 13

Lección 14

Lección 15

Examen (Unit)

Examen

New Mexico Connections Academy

6/8/2012 11:04 AM

Course: Giant Campus Web Design I A

Display Name: Web Design I A

- ⊡ Units & Lessons
 - Course Overview (Unit)
 - Ė... <u>Lessons</u>
 - <u> Welcome</u>
 - <u> Favorite Page (Unit)</u>
 - -- Lessons

 - <u> Create a Web Page</u>
 - Navigate in KompoZer
 - <u>Switch Viewing Modes</u>
 - Add and Format Text
 - Resize an Image
 - Optimize an Image
 - <u>+</u> Test and Publish
 - Linked Site (Unit)
 - Lessons
 - Plan Your Site
 - <u> Set Up the Pages</u>
 - Choose a Color Palette
 - Format the Site
 - Prepare Images
 - ± Add Links
 - HTML Portfolio (Unit)
 - Ė... <u>Lessons</u>
 - Plan Your Site

 - Add Body Text
 - **±** Add Links
 - <u>+</u> Add Images

Course: Giant Campus Web Design I B

Display Name: Web Design I B

⊡ Units & Lessons

- Styled Site (Unit)
 - Ė- Lessons
 - Plan Your Site
 - Title and Name Pages
 - **±** Style a Heading
 - **<u>Hake a Navigation Bar</u>**
 - Style the Home Page
 - Export a Style Sheet
 - Modify a Style Sheet
- CSS Code (Unit)
 - - ⊕ Plan Your Site
 - Write a Heading Style Rule
 - Style Linked Headings
 - ⊕ Write a Body Style Rule
 - Write Inline Style
 - Make an External Style Sheet
 - Make a Second Style Sheet
- - --- Lessons
 - Plan Your Site

 - **<u> Add a Dialog Box</u>**
 - Add Image Filters
 - Add Rollover Images
 - Add the Date and Time
 - **±** Add a Function

Course: FLVS Web Design II A

Display Name: Web Design II A

⊡ Units & Lessons

- ☐ Unit 1 (Unit)
 - Ė ... <u>Lessons</u>
 - Course Information
 - Marketing Discussion
 - **⊞** Select Topic
 - **⊞** Web Site Objectives
 - **★** Web Design Blueprints
- Unit 2 (Unit)
 - Ė- Lessons
 - Site Exploration Discussion
 - **±** Copyright Laws
 - Gathering Materials (Information)
 - Building Codes
 - <u> Tools Research 1</u>
 - **±** Tools Research 2
 - **E**—Comparing Tools
 - Obtaining Your Tools
 - <u>+</u> Review and Exam
- Unit 3 (Unit)
 - Ė- Lessons
 - Basic Tool Usage
 - Naming the Site
 - Intermediate Tool Usage
 - **Construction Begins**
 - First Impressions Discussion
- Unit 4 (Unit)
 - Ė Lessons
 - As We Build
 - Designing with CSS
 - The Lobby
 - Moving Around
 - Basic Building Content
 - **±** Tools Discussion
 - Heview and Semester 1 Exam

Course: FLVS Web Design II B

Display Name: Web Design II B

■ Units & Lessons

- Unit 1 (Unit)
 - Lessons
 - **Introduction**
 - E Can't You Read The Signs?
 - Ramps, Stairs, and Elevators
 - Electronic Readers Discussion
 - **±** Scalability
 - Meeting with the User
- ☐ Unit 2 (Unit)
 - <u>Lessons</u>
 - **Introduction**
 - Plan and Blueprint
 - **±** Templates
 - How Things Change
 - Gathering Materials
 - **Expanding Tool Usage**
 - **±** -- Frames
 - Obtaining Information Discussion
 - Review and Exam
- Unit 3 (Unit)
 - Lessons
 - **!** Introduction
 - Building Aesthetics
 - <u> •• New Tools</u>
 - Using Your New Tool
 - <u>+</u> ... <u>Masking</u>
 - Picasso, Rembrandt, and You
 - + Rollovers and Image Maps
 - **Build Animation**
 - <u>+</u> Sights and Sounds
- Unit 4 (Unit)
 - - <u>**Introduction**</u>
 - Project Management Discussion
 - Heeting Your Client's Needs
 - Designing Goals
 - Creating Your Site
 - Client Presentation

APPENDIX B

BYLAWS OF

NEW MEXICO CONNECTIONS ACADEMY

ARTICLE I Offices

<u>Section 1. Principal Office</u>. The New Mexico Connections Academy ("The Academy" or "Charter School") may have such offices, within the State of New Mexico, as may be designated from time to time by resolution of the governing body of the Charter School ("Governing Board"), one of which may be designated as the principal office.

<u>Section 2. Legal Status.</u> The Academy is a charter school pursuant to N.M. Stat. Ann. § 22-8B-2, sponsored by the New Mexico Public Education Commission (the "Authorizer"). The Governing Board("Governing Board") is an independent board under the authorization of the Authorizer that plans and directs all aspects of the school's operations.

ARTICLE II Mission and Purpose

Section 1. Mission. The mission of New Mexico Connections Academy (NMCA) is to help each K-12 student, throughout the state of New Mexico who needs an alternative to the traditional classroom for a particular time period, maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program, access to high quality NM-certified teachers, and high parental involvement. The mission will also include a school-with-in-a-school model with a focus on science, technology, engineering, and math (STEM). The Charter School will maintain a commitment to excellence in curriculum, instruction, accountability and communication for virtual schools and will work in partnership with its sponsoring authority, and according to the terms of its charter application.

<u>Section 2. Non-Discrimination.</u> The Charter School shall be open to all students statewide on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The Charter School shall conduct all of its activities in accordance with all applicable local, state and federal antidiscrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of New Mexico.

Section 3. Purpose and Powers of Charter School

- (a) The Charter School shall never be operated for the primary purpose of carrying on a trade or business for profit.
- (b) No part of the net earnings shall inure to the benefit of or be distributed to its trustees, officers, members, or other private persons, except that the Charter School shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set forth in Article IV. No substantial part of the activities of the Charter School shall be for the carrying on of propaganda, or otherwise attempting to influence legislation, and the Charter School shall not participate in, or

intervene in, a political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Bylaws, the Charter School shall not carry on any other activities not permitted to be carried on by a public school.

- (c) The powers and purposes of Charter School shall, at all times, be so construed and limited as to enable Charter School to have all power and authority as set forth in applicable sections of the New Mexico Code.
- (d) Upon dissolution of Charter School, the Governing Board shall, after paying or making provision for the payment of all liabilities of Charter School, return any funds received from the New Mexico Public Education Department to the Department not more than thirty (30) days after dissolution. All remaining assets of Charter School shall be distributed consistent with the purposes of the Governing Board shall determine.

ARTICLE III Governing Board

<u>Section 1. General Powers.</u> The affairs of the Charter School shall be managed by its Governing Board. The Governing Board is a public board and, under New Mexico law, has such reasonable and necessary powers, not conflicting with the Constitution and the laws of the State of New Mexico, as may be required to attain the ends for which Charter School is established and to promote the welfare of students enrolled in Charter School.

Section 2. Specific Powers & Duties. The Governing Board governs the Charter School, maintains overall control of Charter School and is responsible for the operation of Charter School, including, without limitation, budgeting, curriculum, operating procedures and determining general, academic, financial, personnel and other policies, subject to the school's charter and applicable law. The Governing Board has the authority to employ, discharge and contract with necessary professional and nonprofessional employees. Without limiting the generality of the foregoing, the Governing Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Governing Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of Charter School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of Charter School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of Charter School's purpose and mission.
 - (c) To develop an annual schedule of events and activities;
 - (d) Establish and approve all major educational and operational policies;

- (e) To enter into agreements and contracts with individuals, groups of individuals, corporations, entities, or governments for any lawful purpose;
- (f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of Charter School or to delegate the authority to do the same, subject to Governing Board approval, through a contract authorized by the Authorizer and/or New Mexico Public Education Department as required under New Mexico law;
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year; provided, however, that the Governing Board may contract for assistance in creating the budget as it deems appropriate and/or necessary;
 - (h) To submit a final budget to the state pursuant to statute and regulation;
- (i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Governing Board for so long as is required by State law;
- (j) To cause an annual inspection or audit of the accounts of Charter School, as well as any other audits required by law, by the Public Education Department, showing in reasonable detail all of the assets, liabilities, revenues and expenses of Charter School and its financial condition;
- (k) To ensure ongoing evaluation of Charter School and provide public accountability;
 - (l) To uphold and enforce all laws related to charter school operations;
 - (m) To improve and further develop the Charter School;
 - (o) To ensure adequate funding for operation;
- (p) To solicit and receive grants and other funding consistent with the mission of Charter School and with the objective of raising operating and capital funds; and,
- (q) To carry out such other duties as required or described in Charter School's charter application.
- <u>Section 3. Number and Qualifications of Members</u>. The Governing Board shall adhere to the statutory requirements of N.M. Stat. Ann. § 22-8B-4.
- (a) <u>Number</u>. The number of members of the Governing Board ("Members") shall be as determined by the Governing Board from time to time but in no event be less than five (5) nor more than nine (9) and shall serve for the term provided in Section 4 of this Article. No amendment of this section shall reduce the number of Members to less than the number required by the New Mexico law.

(b) Qualifications. Any member of the greater New Mexico community, who has read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools, may seek election to the Governing Board, with the exception of employees of New Mexico Connections Academy and any person who has been convicted of a felony relating to serving on a Governing Board of a charter school or any offense involving moral turpitude. The qualifications for Members include the ability to attend Governing Board meetings, a willingness to actively support and promote Charter School and a dedication to the educational endeavors of Charter School. All Governing Board Members shall be devoted to the purpose and mission of Charter School and represent the interests of the community. Furthermore, no member of a local school board shall be a Member of a Governing Board for the Charter School or employed in any capacity by a locally chartered charter school located within the local school board's school district during the term of office for which the member was elected or appointed.

Section 4. Election and Term.

- (a) <u>Method of Election</u>. Members shall be elected at the annual meeting of the Governing Board, which meeting \shall be publicly announced and facilitated by technology. The initial members of the Governing Board shall be comprised of members of the community volunteering to serve as a Member for the initial term set forth in (b) below.
- (b) Term of Office. A Member will serve until a successor is elected and qualified. Members shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consisting of, as nearly as possible, an equal number of Members. The Members of the first class shall hold office for an initial term of one (1) year, and the Members of the second class for an initial term of two (2) years, and the Members of the third class for an initial term of three (3) years. At the close of each annual meeting of the Academy, the successors to the class of Members whose terms expire that year shall commence to hold office for a term of three (3) years, or until their successors have been elected and qualified. In the event of an increase in the number of Members, the remaining Members shall assign the newly created Membership(s) to the appropriate class or classes so that the three (3) classes shall continue to consist of, as nearly as possible, an equal number of Members.
- <u>Section 5. Resignation</u>. A Member may resign at any time by filing a written resignation with the President or the Secretary of the Charter School. Such resignation shall be effective upon receipt of the written notice of resignation. In the event the resignation of a Member is tendered to take effect at a future time, a successor may be appointed to take office when the resignation becomes effective.

Section 6. Removal.

(a) A Member may be removed from office with or without cause by the vote of two-thirds (2/3) of the other Members of this Governing Board either at a regular meeting or at any special meeting called for that purpose.

- (b) The office of a Member shall become vacant if he dies or resigns. In such a situation the Governing Board may declare vacant the office of such Member.
- (c) The Governing Board may declare the Member position vacant if the Member is interdicted or adjudicated as incompetent; if he is adjudicated bankrupt; if he becomes incapacitated by illness or other infirmity to perform his duties for a period of six months or longer; if he ceases at any time to have the qualifications required by these Bylaws.
- <u>Section 6. Vacancies</u>. In the event a vacancy occurs in the Governing Board from any cause, including an increase in the number of Members, the Governing Board may hold a special election to fill the vacancy, following the same rules and procedures as described in Article II, Section 3.
- <u>Section 7. Annual Meeting.</u> The annual meeting of the Governing Board shall be held in the month of June at such time and place as the Governing Board may determine, for the purpose of transacting such business as may come before the meeting.
- Section 8. Regular Meetings. In compliance with the Freedom of Information Act, the New Mexico Open Meetings Act, and the New Mexico Open Records Act, Sections 10-15-1 et seq., NMSA 1978, the Governing Board may provide by resolution for regular or stated meetings of the Governing Board, to be held at a fixed time and place, and upon the passage of any such resolution such meetings shall be held at the stated time and place without other notice than such resolution. Notice of the scheduled meeting will be provided annually to the public as required by law.
- <u>Section 9. Special Meetings</u>. Special meetings of the Governing Board may be held at any time and place for any purpose or purposes, unless otherwise prescribed by the Freedom of Information Act, on the call of the President or Secretary, and shall be called by the Secretary on the written request of any two (2) of the Members. Notice to the public will be given 24 hours in advance of such meeting.
- Section 10. Teleconference and Virtual Meetings. Teleconferencing, Videoconferencing, or other virtual meetings are permissible for remote officers under these Bylaws if properly noticed, and a fixed location where the majority of the officers are present exists. Remote Members shall be available via video and audio for the duration of their time in conference. This section shall require compliance with any amendment to New Mexico law regarding virtual meetings.
- <u>Section 11. Quorum.</u> A majority of the number of Members then in office shall constitute a quorum for the transaction of business at any meeting of the Governing Board, but if less than such majority is present at a meeting, a majority of the Members present may adjourn the meeting from time to time without further notice.
- <u>Section 12. Manner of Acting.</u> The act of a majority of the Members present at a meeting at which a quorum is present shall be the act of the Governing Board, unless the act of a greater number is required by the Freedom of Information Act, or these Bylaws.

- Section 13. Presumption of Assent. A Member of the Charter School who is present at a meeting of the Governing Board, or a committee thereof, at which action on any Governing Board matter is taken shall be presumed to have assented to the action taken unless such Member's dissent shall be entered in the minutes of the meeting or unless such Member shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Charter School immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Member who voted in favor of such action.
- Section 15. Compensation. The Members of the Charter School shall not receive compensation for serving as Members, but may receive reasonable compensation for other personal services rendered which are necessary to carrying out the purposes of the Charter School. In addition, Members may receive reimbursement for reasonable expenses incurred in connection with Governing Board matters, provided that such reimbursement is authorized by the Governing Board.
- <u>Section 16.</u> Committees. The Governing Board will have a Finance Committee and Audit Committee as required by NMSA 1978, §22-8-12.3Governing Board. The Governing Board, by resolution, may create or amend committees having such powers as are then permitted by the New Mexico Connections Academy and as are specified in the resolution within the law.
- <u>Section 17. Open Meetings</u>. The Governing Board shall comply with the New Mexico Open Meeting Act. The Governing Board may hold an executive session in accordance with the Act upon majority vote authorizing such action.
- <u>Section 18. Conflict of Interest.</u> All officers, Members and employees of the Charter School shall comply with the Charter School's Conflict of Interest Policy a pursuant to N.M. Stat. Ann. § 22-8B-5.2

ARTICLE III Methods of Giving Notice

Notice of any annual or special meeting of Members, and any other notice required to be given under these Bylaws of the New Mexico Connections Academy will be communicated to the public in compliance with the Freedom of Information Act, New Mexico Open Meetings Act, and the New Mexico Open Records Act. Such communication shall be communicated to the Members in person, by telephone, telegraph, teletype, facsimile or other form of wire or wireless communication, or by mail or private carrier. Oral notice is effective when communicated. Written notice is effective at the earliest of the following:

- (a) When received.
- (b) Five days after its deposit in the U.S. mail, if mailed postpaid and correctly addressed.
- (c) On the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee.

ARTICLE IV Officers

<u>Section 1. Number</u>. The principal officers of the Charter School shall be a President, a Secretary, and a Treasurer, each of whom shall be elected by the Governing Board. The same individual may simultaneously hold more than one office. Officers shall be Members of the Governing Board.

Section 2. Election and Term of Office. The officers of the Charter School shall be elected annually by the Governing Board at its annual meeting. If the election of officers is not held at such meeting, such election shall be held as soon thereafter as may be convenient. Each officer shall hold office from the close of the annual meeting, or the regular or special meeting at which officers were elected if elections were not held at the annual meeting, until the next annual meeting or until a qualified successor is elected upon expiration of the term of that officer, or until that officer's death, resignation or removal.

<u>Section 3. Removal.</u> Any officer or agent elected or appointed by the Governing Board may be removed by the Governing Board, whenever in its judgment the best interests of the Charter School will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment shall not of itself create contract rights.

<u>Section 4. Vacancies</u>. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by a special election to fill the vacancy, following the same rules and procedures as described in Article II, Section 3.

Section 5. The President. The President shall be the principal executive officer of the Charter School and, subject to the control of the Governing Board, shall, in general, supervise and control all of the business and affairs of the Charter School. The President shall, when present, preside at all meetings of the Governing Board. The President shall have authority, subject to such rules as may be prescribed by the Governing Board, to appoint such agents and employees of the Charter School as he or she shall deem necessary, to prescribe their powers, duties and compensation, and to delegate authority to them. Such agents and employees shall hold office at the discretion of the President. In general, the President shall perform all duties incident to that office, and such other duties as may be prescribed by the Governing Board from time to time.

Section 6. The Secretary. The Secretary shall: (a) keep the minutes of the Governing Board' meetings in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; and (c) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Governing Board. The Secretary shall provide notice and keep all records in compliance with the New Mexico Open Meeting Act and the New Mexico Open Records Act.

Section 7. The Treasurer. If required by the Governing Board, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Governing Board shall determine. The Treasurer shall: (a) have the oversight responsibility for all funds and securities of the Charter School, and for moneys due and payable to the Charter School from any source whatsoever, including the deposit of such moneys in the name of the Charter School in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Governing Board. The books of account shall at all times be open to inspection by any Governing Board Member. The Treasurer shall be charged with safeguarding the assets of Charter School and he or she shall sign financial documents on behalf of Charter School in accordance with the established policies of Charter School. The Treasurer will serve on the Finance Committee.

Section 8. Other Assistants and Acting Officers. The Governing Board shall have the power to appoint any person to act as assistant to any officer, or to perform the duties of such officer whenever for any reason it is impracticable for such officer to act personally, and such assistant or acting officer so appointed by the Governing Board shall have the power to perform all the duties of the office to which such person is so appointed to be assistant, or as to which such person is so appointed to act, except as such power may otherwise be defined or restricted by the Governing Board.

<u>Section 9. Additional Officers</u>. Any additional officer not specified above shall have only such authority, duties and responsibilities as shall be specifically authorized and designated by the Governing Board.

Section 10. Compensation. Officers of the Charter School shall not receive compensation for serving as officers, but may receive reasonable compensation for other personal services rendered which are necessary to carrying out the exempt purposes of the Charter School. In addition, officers may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Governing Board. Any required approval of reasonable compensation or reimbursement for an officer shall be approved without said officer's debate or vote on the matter to retain Governing Board independence.

ARTICLE VI Indemnification

Section 1. Mandatory Indemnification. The Charter School shall, to the fullest extent permitted or required by New Mexico law, including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the Charter School to provide broader indemnification rights than prior to such amendment), indemnify its Members and officers against any and all liabilities, and advance any and all reasonable expenses incurred thereby in any proceeding to which any Member or officer is a party because such Member or officer is a Member or officer of the Charter School. The Charter School may indemnify its

employees and authorized agents, acting within the scope of their duties as such, to the same extent as Member or officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against liabilities or the advancement of expenses which such Member or officer may be entitled under any written agreement, Governing Board resolution, the New Mexico Connections Academy or otherwise.

Section 2. Permissive Supplementary Benefits. The Charter School may, but shall not be required to, supplement the foregoing right to indemnification against liabilities and advancement of expenses under Section 1 of this Article by (a) the purchase of insurance on behalf of any one or more of such Members, officers, employees or agents, whether or not the Charter School would be obligated to indemnify or advance expenses to such Member, officer, employee or agent under Section 1 of this Article, and (b) entering into individual or group indemnification agreements with any one or more of such Member or officers.

ARTICLE VII Fiscal Year

The fiscal year of the Charter School shall end on the last day of June in each year.

ARTICLE VIII Contracts, Loans, Checks Deposits and Gifts

Section 1. Contracts. The President plus any one of the Secretary or the Treasurer shall have authority to sign, execute and acknowledge on behalf of the Charter School, all deeds, mortgages, bonds, stock certificates, contracts, leases, reports, and all other documents or instruments necessary or proper to be executed in the course of the Charter School's regular business, or which shall be authorized by resolution of the Governing Board. Except as otherwise provided by New Mexico law or directed by the Governing Board, the President may authorize in writing any officer or agent of the Charter School to sign, execute and acknowledge such documents and instruments in his or her place and stead. The Secretary of the Charter School is authorized and empowered to sign in attestation all documents so signed, and to certify and issue copies of any such document and of any resolution adopted by the Governing Board of the Charter School, provided, however, that an attestation is not required to enable a document to be an act of the Charter School.

<u>Section 2. Deposits</u>. All funds of the Charter School, not otherwise employed, shall be deposited from time to time to the credit of the Charter School in such banks, investment firms or other depositories as the Governing Board may select.

<u>Section 3. Gifts.</u> The Governing Board of Charter School may accept or reject any charitable gift, grant, devise or bequest; provided that no such gift, grant, devise or bequest shall be accepted if subject to any condition contrary to law or to the terms of the charter. The particular gift, grant, devise or bequest shall be considered an asset of Charter School to which it is given.

<u>Section 4. Checks, Drafts, and Notes</u>. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of Charter School shall be signed by such officer or officers, or agents of Charter School and in such manner as shall be determined by the Governing Board.

ARTICLE IX Amendments

<u>Section 1. By the Member</u>. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority of the Governing Board at any regular or special meeting thereof.

Section 2. Implied Amendment. Any action taken or authorized by the Governing Board, which would be inconsistent with the Bylaws then in effect, but is taken or authorized by affirmative vote of not less than the number of Members required to amend the Bylaws so that the Bylaws would be consistent with such action, shall be given the same effect as though the Bylaws had been temporarily amended or suspended so far, but only so far, as is necessary to permit the specific action so taken or authorized.

Certified a true and correct copy of the Bylaws adopted on the _____ day of September, 2012, by the Governing Board of the New Mexico Connections Academy.

Governing Board President

APPENDIX C

Principal

Working from the New Mexico teaching center, the Principal will manage teachers as they use the phone and Internet to consult regularly with learning coaches and students, ensuring that each child successfully completes his/her instructional program. The Principal is responsible for the overall school operation working with parents, students, support staff and certified teachers who "virtually" facilitate the student instructional program.

Other key responsibilities include the following:

- Manage the implementation of the proven Connections Academy curriculum and school operation protocols.
- Ensure that teachers exhibit and maintain a high level of professionalism, instructional support and customer service.
- Ensure the academic success of individual students by utilizing all levels of academic support available and by maintaining a high level of communication with parents to deliver program information and address individual student needs.
- Manage relationships with the Public Education Department and the Public Education Commission, and stay current on the state's policies, procedures and legislation, including specific special education procedures, etc.
- Meet regularly with the New Mexico Connections Academy Governing Board.
- Provide the Governing Board with regular written and verbal reports and updates, as well as maintaining a high level of communication with other appropriate Connections Academy staff.
- Assist teaching staff with implementing any program changes and/or new software application introductions.
- Exhibit high quality communication with all Connections Academy school staff, students and families.
- Oversee newsletter production, phone calls, regional meetings, and surveys.
- Handle any student problems escalated by parents and teachers.
- Oversee the contracting and/or delivery of special education services to ensure that the school is in compliance with state and federal laws.
- Oversee the implementation and coordination of state standardized testing process, and ensure high student participation rates.
- Provide Governing Board with support including posting of Agendas, Board communication and providing specialized reports or information as needed.
- Provide assistance to families in need of additional support encourage a high level of participation.
- Participate in student interest efforts including in-state trips, presentations, Q & A sessions and responding to the press.
- Communicate with parent Community Coordinators to suggest social activities and relevant field trips for students.
- Devise and implement virtual methods of creating and maintaining a "school community".
- Recruit, supervise and evaluate all school staff as required by the state.
- All other duties as assigned.

- Education Administration credential required
- Minimum of 5 years teaching experience and some administrative or management experience
- Bachelor's and Master's Degree from a regionally accredited college/university.
- Hold a Level 3A NM teaching license
- Passage of the New Mexico Teacher Assessment and the Content Knowledge Assessment in Educational Administration.
- Excellent communication skills, both oral and written
- Customer focused approach
- Flexible
- Demonstrated ability to work well in fast paced environment
- Team player
- Technologically proficient (especially with Microsoft Office products)

APPENDIX D

Assistant Principal

Working from the New Mexico teaching center, the Assistant Principal will work collaboratively with the Principal. The Assistant Principal will help manage all of the site-based and academic school operations. Additionally, the Assistant Principal will work closely with key centralized service centers including Enrollment, Technical Support, Materials Management, Fulfillment, Finance, Human Resources, Payroll and Facilities Management. The Assistant Principal will manage a range of special projects.

Other key responsibilities include the following:

- Manage the implementation of the proven Connections Academy operational protocols;
- Support the CFO in managing the school's budget and various grants;
- Oversee student accounting functions including attendance maintenance and tracking and assisting with payment collection;
- Manage receipt, storage and maintenance of local student records.
- Manage reconciliation between Connections Academy's data systems and state and local student information systems;
- Provided local support for facilities acquisition and maintenance;
- Act as the human resources liaison for school staff in the areas of benefits, leave tracking and the maintenance of local files;
- Act as the technology liaison for teachers and administrative staff;
- Monitor regulatory compliance and support preparation for legislative and financial audits in collaboration with the Manager of Internal Audits;
- Monitor all enrollment requirements and communicate requirements to the Enrollment Department;
- Provide state testing support including logistics for scheduling, tracking participation and contracting for testing facilities;
- Support contracting for supplemental student services;
- Monitor and track all school-based assets;
- Support the Marketing Department with student outreach, marketing and public relations;
- Stay current on the state's policies, procedures and legislation;
- Be available to handle all emergencies; and
- All other duties as assigned.

- Education Administration Credential required
- Minimum of 5 years teaching experience
- Bachelor's and Master's Degree from a regionally accredited college/university
- Hold a Level 3A NM teaching license
- Passage of the New Mexico Teacher Assessment and the Content Knowledge Assessment in Educational Administration
- Some operational or logistics experience and/or administrative or management experience
- Excellent communication skills, both oral and written
- Demonstrated ability to work well in a fast paced environment
- Technologically proficient (especially with Microsoft Office products)
- Experience in managing people a plus
- Ability to travel as-needed

Manager of Counseling Services

Working from the New Mexico teaching center, the Manager of Counseling Services will work in conjunction with the school's leadership team to help students, ensuring that each child successfully completes his/her instructional program. The Manager of Counseling Services will provide direction to staff and will assist students and parents in understanding and meeting graduation requirements, course selection and scheduling, post-secondary school planning, and crisis intervention. The Manager of Counseling Services will support the entire educational program of the school with special emphasis on the secondary school (grades 6-12).

The Manager of Counseling Services will be responsible for the successful completion of the following tasks:

- Support the teachers in exhibiting and maintaining a high level of professionalism, instructional support and customer service;
- Ensure the academic success of individual students by utilizing all levels of academic support available and by maintaining a high level of communication with parents to deliver program information and address individual student needs;
- Assist teaching staff with implementing any program changes and/or new software application introductions as appropriate to support student success;
- Exhibit high quality communication with all staff, students and families;
- Provide specified assistance to families in need of additional support to prevent unnecessary disenrollments and encourage a high level of participation;
- Participate in student recruitment efforts including in-state trips, presentations, Q & A sessions and responding to the press;
- Support parent Community Coordinators to suggest social activities and relevant field trips for students;
- Devise and implement virtual methods of creating and maintaining a "school community";
- Handle any student problems escalated by parents and teachers;
- Communicate and coordinate any overlapping responsibilities with the school leadership;
- Develop, plan and implement counseling programs for students and families related to academic and career planning and graduation;
- Oversee and maintain the Personal Learning Plan (PLP) of each student;
- Keep abreast of all high school graduation requirements, including special requirements such as community service, and communicate this information to the High School Coordinator and the Principal;
- Plan and supervise the secondary school course selection process according to specific state credit and graduation requirements and student needs and interests. An integral part of this process is assisting students and parents to develop a Four Year Plan for meeting graduation requirements;
- Counsel students with issues related to dropping courses and changing schedules;
- Supervise the review of student transcripts and the entry of credits into the online transcript system;
- Develop and implement procedures to ensure that Connections Academy transcripts are accurate and up-to-date;
- Supervise efforts to secure complete and accurate records for Connections Academy students:
- Generate and authorize official transcripts for families upon request;
- Counsel families through the school withdrawal process, assisting with data collection regarding withdrawal;

- Develop, plan and implement counseling programs for students and families related to interpersonal adjustment issues;
- Design and implement crisis prevention and management plans for the school and provide leadership to the Crisis Management Team;
- Report and refer critical incidents that jeopardize student well-being as obligated by law, administrative regulations, or ethical standards;
- Lead school teams in identifying school and community resources and maintain an up-todate list of those resources, making them available to school teams and to families;
- Develop and implement processes to regularly and frequently review the status of each secondary school student related to attendance, participation, and performance;
- Ensure that the counseling staff is able to assist teachers when students enroll midsemester, making sure that teachers receive guidance on integrating the students into their coursework, and ensuring that previous grades, credits, and evaluations are handled appropriately;
- Work closely with teachers to review the content of secondary school courses, making recommendations for enhancement to the Curriculum Team related to content and state requirements.
- Research, develop and implement special programs such as Advanced Placement support, SAT and ACT Preparation, and college entrance preparation.
- Understand the requirements for and facilitate the administration of all high school testing, including exit exams, PSAT, SAT, ACT, and AP exams;
- Design and implement professional development activities for teachers and school staff members.
- Design and coordinate high school graduation ceremonies;
- Coordinate a team of middle and high school teachers, helping to identify students who are at risk or in crisis;
- Oversee student accounting functions including attendance maintenance and tracking and assisting with payment collection;
- Monitor all enrollment requirements and communicate requirements to the Enrollment Department;
- Provide state testing support including logistics for scheduling, tracking participation and contracting for testing facilities;
- Support the Marketing Department with student outreach, marketing and public relations;
- All other duties assigned

- Bachelor's and Master's Degree from a regionally accredited college/university
- Passage of the New Mexico Teacher Assessment and the Content Knowledge Assessment in School Counseling
- New Mexico Counseling credential preferred
- Minimum of 5 years teaching experience and some counseling or management experience preferred
- Technologically proficient (especially with Microsoft Office products)
- Excellent communication skills, both oral and written
- Customer focused approach
- High degree of flexibility
- Demonstrated ability to work well in fast paced environment
- Team player track record

Manager of Special Education

Working from the New Mexico teaching center, the Manager of Special Education, who reports to the Principal, will oversee all aspects of educational service delivery for our students with special education needs. The Manager will ensure that the school operates in compliance with all state and federal regulations, and data are being collected, stored, and updated in a manner that meets all compliance expectations.

The Manager of Special Education will ensure that the school is providing appropriate programs in the least restrictive environment for all students with special needs. This will include management of the pre-referral and IEP processes, maintain student data, communicate with parents, locate and contract with service providers throughout the state, and ensure that the school operates in compliance with special education law and procedures at all times. The Manager may also have a reduced teaching load.

Other key responsibilities include the following:

- Monitor compliance with special education processes and timelines across all schools.
 Interpret and articulate special education regulations, policies, and procedures to Principal, teachers, and parents so as to ensure compliance.
- Develop standardized processes, forms and protocols for all special education procedures.
- Establish and maintain a database of and relationships with school districts, intermediate units, private providers, community agencies, mental health clinics, etc.
- Establish procedures for placement, evaluation, assignment and re-evaluation of students with regard to the special education services program.
- Oversee and/or implement all aspects of student referrals, IEP development, diagnostic
 assessments, and annual/tri-annual reviews. Institute and maintain a documentation
 system within the Learning Management System that captures and organizes all such
 data.
- Conduct all school-based special education related meetings.
- Coordinate the set-up and delivery of IEP-mandated direct services to students, whether
 through direct in-house teacher support or contracted services with school districts or
 other qualified agencies.
- Oversee the development, tracking, dissemination and proper implementation of IEPmandated accommodations for students with special needs during state testing events.
- Coordinate implementation and proper administration of the Student Support Team (SST) process. Participate in SST meetings as required.
- Collaborate with Headquarters staff in Baltimore and members of the local school team concerning all facets of programming for students with special needs, from pre-referral intervention to transition and dismissal.
- Work directly with parents, as needed, to answer questions and ensure that all school actions are in compliance, and also are in the interest of maximizing student learning in the Least Restrictive Environment.
- Develop a good working knowledge of Connections Academy's curricular options, and how they can be adapted and implemented to meet specific student needs. Introduce new ways of supporting special needs students in a virtual environment. Plan, implement, and evaluate staff in-service activities
- Performs such other duties as assigned by the Principal or corporate Director of Special Education

- Master's Degree (earned from a regionally accredited college/university) in Special Education or related Education Field.
- Valid New Mexico Special Education certification
- Teaching experience in Special Education
- Expertise in special education law and compliance.
- Excellent communication skills, both oral and written.
- Customer focused approach.
- High degree of flexibility.
- Demonstrated ability to work well in fast paced environment.
- Technologically proficient (especially with Microsoft Office products).
- Occasional travel.
- Experience in policy (IDEA) and/or administration with Special Education.
- Experience with contract negotiations.

School Business Official

From the New Mexico teaching center, the School Business Official will work collaboratively with the Principal. The School Business Official will be responsible for the school's business, financial, and compliance functions and will manage all of the site-based, non-academic school operations. Additionally, this individual will be the primary point of contact between the school and key centralized service centers including Enrollment, Technical Support, Materials Management, Fulfillment, Finance, Human Resources, Payroll and Facilities Management. It is also anticipated that this individual will manage a range of special projects.

Other key responsibilities include the following:

- Work with the Connections Academy Director of Charter School Services, the Board Treasurer, and the Principal in managing the school's budget, various grants and reimbursement opportunities (e.g., Medicaid) and ensuring that accounting procedures meet all federal, state, and grant-specific requirements;
- Hire, training and manage staff throughout the state;
- Manage reconciliation between Connections Education's data systems and state data and information systems by developing and overseeing implementation of procedures, monitoring data for inconsistencies, researching inconsistencies and developing plans for correction and future prevention;
- Work with Connections Education staff, the Board Treasurer, the Principal and school based data personnel to ensure timely, accurate, and complete reporting to all external entities (federal, state, authorizer, etc.);
- Monitor regulatory compliance and support preparation for legislative and financial audits in collaboration with the Connections Education staff;
- Monitor all enrollment requirements and oversee student accounting functions and the receipt, storage and maintenance of local student records;
- Provide local support for facilities acquisition and maintenance;
- Act as the human resources liaison for school staff in the areas of benefits, leave tracking and the maintenance of local files:
- Provide state testing support including logistics for scheduling, tracking participation and contracting for testing facilities;
- Support contracting for supplemental student services;
- Monitor and track all school-based assets;
- Stay current on the state's policies, procedures and legislation;
- Be available to handle all emergencies; and
- All other duties as assigned.

- Minimum of 5 years of relevant work experience
- School Business Official certification
- Some operational or logistics experience and/or administrative or management experience
- Education experience a plus, especially with educational reporting requirements
- Master's Degree in Accounting or Business (earned from a regionally accredited college/university) is preferred, MBA is a plus
- Expertise in data manipulation, reporting, and importing and exporting between applications
- Experience with state reporting is a plus
- Technologically proficient (especially with Microsoft OS and MS Office programs)

- Excellent communication skills, both oral and written
- Customer focused approach
- High degree of flexibility
- Demonstrated ability to work well in fast paced environment
- Team player track record
- Experience in managing people a plus

School Counselor

Working from the New Mexico teaching center, the School Counselor will virtually assist students and parents/learning coaches with course selection, scheduling and will be the initial point of contact for student concerns that span multiple subject areas as well as non-academic issues. The School Counselor will become an expert on course and credit requirements and will work with the Manager of School Counseling to establish counseling processes for middle and high school students.

The School Counselor will be responsible for the successful completion of the following tasks:

- Advise students and families related to academics, career planning and graduation;
- Keep abreast of all high school graduation requirements, including special requirements such as community service, and communicate this information to the Principal;
- Assist students and parents with the secondary school course selection process according
 to specific state credit and graduation requirements and student needs and interests. An
 integral part of this process is assisting students and parents to develop a Four Year Plan
 for meeting graduation requirements;
- Advise students with issues related to dropping courses and changing schedules, seeking support as needed, while ensuring that the school's course selection and drop policies are adhered to;
- Review student transcripts and the entry of credits into the online transcript system;
- Follow procedures to ensure that Connections Academy transcripts are accurate and up-to-date;
- Work with the administrative assistants to obtain school records from the student's previous school (where applicable) and forwarding student records when appropriate;
- Implement programs for students and families related to interpersonal adjustment issues;
- Work with school teams to identify and help families access school and community resources;
- Participate in the development of crisis prevention and management plans for the school and serve as a key member of the Student Support Team (SST);
- Coordinate a team of middle and high school teachers to help identify students who are "at risk" or "in crisis"; Act as the main point of contact for these students and families, communicating regularly with them;
- Oversee and maintain the Personal Learning Plan (PLP) for each student;
- Implement efforts to secure complete and accurate records for Connections Academy students:
- Support families through the school withdrawal process, assisting with data collection regarding withdrawal;
- Report and refer critical incidents that jeopardize student well-being as obligated by law, administrative regulations, or ethical standards. Stay abreast of all state regulations relating to incident reporting and documentation;
- Assist teachers when students enroll mid-semester, making sure that teachers receive
 guidance on integrating the students into their coursework, and ensuring that previous
 grades, credits, and evaluations are handled appropriately;
- Communicate with the Curriculum Team to ensure that curriculum offerings meet state requirements;
- Implement special programs such as Advanced Placement support, SAT and ACT Preparation, and college entrance preparation;
- Understand the requirements for and assist the Principal to facilitate the administration of all high school testing, including exit exams, PSAT, SAT, ACT, and AP exams;

- Help students to research and understand their post-secondary career and educational options;
- Assist with student preparation of applications for college and jobs;
- Educate students and parents about college admissions requirements and financial aid;
- Support professional development activities for teachers and school staff members;
- Assume teaching and grading duties as necessary including teaching middle school elective courses;
- Coordinate high school graduation ceremonies;
- Other duties as assigned.

- Bachelor's Degree (earned from a regionally accredited college/university)
- New Mexico Counselor credential
- Passage of the New Mexico Teacher Assessment and the Content Knowledge Assessment in School Counseling
- Strong technology skills (especially with Microsoft Office products)
- Excellent communication skills, both oral and written
- Customer focused approach
- Excellent attention to detail and organizational skills
- High degree of flexibility
- Team player with demonstrated leadership skills
- Demonstrated ability to work well in fast-paced environment
- Willingness to travel on occasion for marketing and state testing events (may require occasional overnight travel)

Teacher – Elementary

Working from the New Mexico teaching center, certified Teachers will "virtually" manage instructional programs. Through use of the telephone, Internet and various curriculum tools they will consult regularly with learning coaches and students to ensure that each child successfully completes his/her instructional program.

The Elementary Teacher will be responsible for the successful completion of the following tasks:

- Support the instructional program with asynchronous web conferencing sessions and synchronous instruction;
- Complete all grading, create progress reports and conduct parent conferences in a timely manner;
- Communicate with parents, students and other teachers on a regular basis to develop and
 update Personal Learning Plans and schedules, score assessments, provide feedback on
 student work, suggest instructional approaches and strategies, monitor completion of
 assignments and coach special projects;
- Develop a general knowledge of the entire program's K-12 curriculum and a very detailed knowledge of the grades for which responsible;
- Support students and parents with alternate strategies and provide additional assistance with daily assignments and projects;
- Communicate regularly with parents, students, and curriculum specialists through use of computer and telephone;
- Keep student records and data up-to-date, including cumulative files, online student and family information, attendance accounting, and logging of all student and parent contacts;
- Consult with team members and staff learning specialists to develop alternate enrichment activities and modifications to students' programs to increase student understanding;
- Communicate with Parent Community Coordinators to suggest social activities and relevant field trips for students;
- Manage regional field trips and make efforts to integrate trips into the curriculum;
- Devise and implement virtual methods of creating and maintaining a "school community";
- Participate in the organization and administration of the State Testing, as directed;
- Participate in student recruiting sessions and other marketing efforts that require teacher representation.
- Review curriculum and devise alternate approaches to given lessons to increase student understanding (working directly with parents and students);
- Attend field trips and other community activities implemented for families;
- Other duties as assigned.

- Bachelor's Degree (earned from a regionally accredited college/university)
- Highly qualified and certified by the Public Education Department to teach in New Mexico (appropriate to grade level responsibilities)
- Strong technology skills (especially with Microsoft OS and MS Office programs)
- Excellent communication skills, both oral and written
- Highly organized and punctual
- Customer focused approach
- High degree of flexibility
- Demonstrated ability to work well in fast paced environment
- Team player track record

- Willingness to travel on occasion for marketing and state testing events (may require occasional overnight travel)
- Ability to work remotely, if necessary
- Ability to work some occasional evening hours, as needed to support some families

Teacher - Secondary

Working from the New Mexico teaching center, certified Teachers will "virtually" manage instructional programs. Through use of the telephone, Internet and various curriculum tools they will consult regularly with learning coaches and students to ensure that each child successfully completes his/her instructional program.

The Secondary Teacher will be responsible for the successful completion of the following tasks:

- Complete all grading, create progress reports and conduct parent conferences in a timely manner:
- Support the instructional program with asynchronous web conferencing sessions and synchronous instruction;
- Review curriculum and devise alternate approaches to presenting lessons to increase student understanding (working directly with students and parents);
- Communicate with parents, students and other teachers on a regular basis to develop and
 update Personal Learning Plans and schedules, score assessments, provide feedback on
 student work, suggest instructional approaches and strategies, monitor completion of
 assignments and coach special projects;
- Work collaboratively with other teachers to ensure that all students are successfully progressing through the program, that parents have a central point of contact, and that tasks are distributed among the teachers;
- Develop a general knowledge of the entire program's K-12 curriculum and a very detailed knowledge of the courses for which responsible;
- Support students and parents with alternate strategies and provide additional assistance with daily assignments and projects;
- Communicate regularly with parents, students, and curriculum specialists through use of computer and telephone;
- Keep student records and data up-to-date, including cumulative files, online student and family information, attendance accounting, and logging all student and parent contacts;
- Consult with other teachers and staff learning specialists to develop alternate enrichment activities and modifications to students' programs to increase student understanding;
- Work with other teachers to coordinate social activities and relevant field trips for students;
- Manage regional field trips and make efforts to integrate trips into the curriculum;
- Devise and implement virtual methods of creating and maintaining a "school community";
- Participate in the organization and administration of the State Testing, as directed;
- Participate in student recruiting sessions and other marketing efforts that require teacher representation:
- Work with Advisory Teachers and School Counselor to ensure students and families are receiving appropriate communications, students are making adequate progress and established goals are being met;
- Attend field trips and other community activities implemented for families;
- Other duties as assigned.

- Bachelor's Degree (earned from a regionally accredited college/university)
- Highly qualified and certified by the Public Education Department to teach in New Mexico(appropriate to grade level responsibilities)
- Strong technology skills (especially with Microsoft OS and MS Office programs)

- Excellent communication skills, both oral and written
- Customer focused approach
- High degree of flexibility
- Demonstrated ability to work well in fast paced environment
- Team player track record
- Willingness to travel on occasion for marketing and state testing events (may require occasional overnight travel)
- Ability to work remotely, if necessary
- Ability to work some occasional evening hours, as needed to support some families

Teacher - Advisory

Position Summary and Responsibilities

Working from the New Mexico teaching center, the Advisory Teacher will virtually assist students and parents/learning coaches with course selection, scheduling and will be the initial point of contact for student concerns that span multiple subject areas as well as non-academic issues. The Advisory Teacher will become an expert on course and credit requirements and will work with the School Counselor to establish counseling processes for middle and high school students. The Advisory Teacher will be responsible for the successful completion of the following tasks:

- Advise students and families related to academics, career planning and graduation;
- Advise students with issues related to dropping courses and changing schedules, seeking support as needed, while ensuring that the school's course selection and drop policies are adhered to;
- Follow procedures to ensure that New Mexico Connections Academy transcripts are accurate and up-to-date;
- Work with the administrative assistants to obtain school records from the student's previous school (where applicable) and forwarding student records when appropriate;
- Implement programs for students and families related to interpersonal adjustment issues;
- Work with school teams to identify and help families access school and community resources:
- Participate in the development of crisis prevention and management plans for the school and serve as a key member of the Student Support Team (SST);
- Coordinate a team of middle and high school teachers to help identify students who are "at risk" or "in crisis"; Act as the main point of contact for these students and families, communicating regularly with them;
- Oversee and maintain the Personal Learning Plan (PLP) for each student;
- Implement efforts to secure complete and accurate records for New Mexico Connections Academy students;
- Support families through the school withdrawal process, assisting with data collection regarding withdrawal;
- Report and refer critical incidents that jeopardize student well-being as obligated by law, administrative regulations, or ethical standards. Stay abreast of all state regulations relating to incident reporting and documentation;
- Assist teachers when students enroll mid-semester, making sure that teachers receive guidance on integrating the students into their coursework, and ensuring that previous grades, credits, and evaluations are handled appropriately;
- Communicate with the Curriculum Team to ensure that curriculum offerings meet state requirements;
- Support professional development activities for teachers and school staff members;
- Assume teaching and grading duties as necessary including teaching middle school elective courses;
- Other duties as assigned.

Requirements

- New Mexico teacher certification in a secondary content area or grade level
- Strong technology skills (especially with Microsoft Office products)
- Excellent communication skills, both oral and written
- Customer focused approach
- Excellent attention to detail and organizational skills
- High degree of flexibility
- Team player with demonstrated leadership skills
- Demonstrated ability to work well in fast-paced environment
- Willingness to travel on occasion for marketing and state testing events (may require occasional overnight travel)

Teacher - Adjunct

Working out of their home, the Adjunct Teacher will "virtually" manage subject-specific instructional programs. Compensation will be based on the specific course workload and number of enrolled students. He/she will be responsible for monitoring progress, evaluating work, running online instructional/tutorial sessions, providing academic guidance, and being the subject-matter expert for a caseload of middle/high school students. The Teacher must be able to complete work related responsibilities through a combination of regular office hours during the school day in conjunction with hours scheduled outside the normal school day. Through use of the telephone, Internet and various curriculum tools, they will consult regularly with learning coaches and students to ensure that each child successfully completes his/her instructional program. The Adjunct Teacher will be responsible for the successful completion of the following tasks:

- Communicate with parents/learning coaches, students and other teachers via the phone, WebMail, asynchronous discussions and synchronous "conferencing";
- Instruct students, monitor student work, provide feedback, and suggest instructional approaches and strategies;
- Monitor completion of assignments in the given subject area;
- Score assessments and projects in the given subject area;
- Communicate with Advisory teachers and school counselors; report student issues and coordinate communication schedules;
- Conduct online tutorial and instructional sessions for students (utilizing online conferencing software);
- Develop a very detailed knowledge of the curriculum for which responsible (subject expert);
- Provide struggling students (and parents) with alternate strategies and additional assistance;
- Complete all required training sessions throughout the year;
- Other duties as assigned.

Requirements

- Bachelor's Degree (earned from a regionally accredited college/university)
- Highly qualified and certified by the Public Education Department to teach in New Mexico (appropriate to grade level and subject responsibilities)Strong technology skills (especially with Microsoft OS and MS Office)
- Excellent communication skills, both oral and written
- Customer focused approach & high degree of flexibility
- Demonstrated ability to work well in fast paced environment
- Team player track record
- Experience with online instruction is a plus
- Must own a computer with high speed Internet access that meets Connections Academy's minimum technology specifications (http://www.connectionsacademy.com/technology/technology_requirements.asp).
- Must maintain posted office hours for at least 3 hours per week on two separate weekdays between the hours of 9 am and 5 pm
- Complete required orientation and training programs at the beginning of the school year.
- May be required to attend training and/or meetings at the school office throughout the school year (frequency dependent on proximity to office)
- Comply with all provisions of the New Mexico Connections Academy Work At-Home Policy.

Teacher - Special Education

Working from the New Mexico teaching center, the Special Education Teacher will "virtually" manage instructional programs for students with special needs. Through use of the telephone, Internet and various curriculum tools they will consult regularly with learning coaches and students to ensure that each child successfully completes his/her instructional program. The Special Education Teacher will participate in all steps of the IEP process. They will work closely with other teachers and district professionals to ensure that the school's special education program is successful and operating in compliance with federal and state regulations. The Special Education Teacher will utilize technology to deliver virtual instruction.

Other key responsibilities include the following:

- Manage and provide instructional guidance, virtual teaching and general strategies for a caseload of students;
- Develop, write and help implement IEPs and 504 plans;
- Evaluate tests and assessments, complete report cards and conduct parent conferences;
- Communicate regularly with parents/learning coaches of students with special needs to insure that their IEP goals are being met, and that their needs are addressed in a timely and appropriate fashion;
- Consult with teachers and coordinate the implementation of specially designed instruction as defined in the IEP regarding students with specific needs and potential learning issues;
- Provide direct services to students including services delivered through web-conferencing software, as needed;
- Schedule, organize and conduct IEP related meetings in a virtual environment, as needed;
- Participate in the school's Student Support Team; help teachers and learning coaches develop and implement program modifications and strategies for all students;
- Assist, as needed, with the organization and proper implementation of all paperwork, documentation and procedures for the IEP process;
- Assist with locating service providers for students needing related services as mandated by their IEPs;
- Assist with negotiating and executing contracts with service providers for students requiring such services;
- Maintain accurate and up-to-date data in the school's Learning Management System and special education software;
- Assist with administering state testing and coordinate the special adaptations that are required based on the IEP;
- Other duties as assigned.

Requirements

- Bachelor's Degree in Special Education or related Education Field (earned from a regionally accredited college/university)
- Valid New Mexico Special Education credential
- Experience in policy (IDEA) and/or administration with Special Education
- Strong technology skills (especially with Microsoft Office products)
- Excellent communication skills, both oral and written
- Customer focused approach & high degree of flexibility
- Demonstrated ability to work well in fast paced environment & team player track record
- Willingness to travel on occasion for marketing and state testing events (may require occasional overnight travel)

APPENDIX E

CONNECTIONS ACADEMY EMPLOYEE HANDBOOK To be revised

Disclaimer: The school leader and NMCA Governing Board will follow the provisions of the School Personnel Act [22-10A-1 NMSA 1978]. Upon approval of the charter, the head administrator of the charter school, with NMCA Governing Board approval, shall employ, fix the salaries of, assign, terminate and discharge all employees of the charter school. These sample governing body personnel policies will be updated to reflect New Mexico specific requirements, reviewed by legal counsel to ensure they comply with applicable federal and state labor laws, regulations and rules and will be approved by the NMCA Governing Board. The attached sample governing body personnel policies document contains general employment policies and procedures and all policies contained within are subject to change.

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NEW MEXICO CONNECTIONS ACADEMY EMPLOYEE HANDBOOK

TABLE OF CONTENTS

Connections Education	9
Connections Education's Core Mission and Values	9
Purpose of the Handbook	10
At-Will Employment	10
Job Responsibilities	10
Manager Responsibilities	11
Reporting Obligations	11
Disclosure of Confidential Employee Information	11
Hiring Practices	11
Outside Employment	11
Required Employee Training Programs	11
Termination of Employment	12
Equal Opportunity Policy	13
Responsiblities	13
Unlawful Harassment	13
Internal complaint procedures	14
Required Documentation	14
Proof of U.S. Citizenship and/or Right to Work	14
Aptitude and Ability Tests	14
Background Check Policy (Reference Checks, Credit Checks, Certification Verification and Criminal History Reports)	14
Arrests or Convictions during Employment	15
Expiration of Educational Credentials	15
Internal Applications, Promotions, and Transfers	15
Internal Applications	15
Eligibility	15
Exceptions to Eligibility Requirements	16
Procedures	16
Promotions and Transfers ©Connections Education®, LLC Page 2 www.connectionseducation	

Filling the Position	16
Familial and Personal Relationships between Employees	17
Categories of Employment	18
Employee Classification as Established by the Fair Labor Standards Act	18
Overtime	18
Paydays/Paychecks	18
Non-Exempt/Hourly Employees	18
Teacher Pay Structure	19
Incentive Compensation Plan	19
Teachers	19
School Administrative Employees	19
Expense Reimbursement	19
Non-Exempt Employee Travel Policy	20
Travel Time within Normal Work Hours	20
Travel Time in Addition to Normal Work Hours	20
Tracking and Reporting Travel Time	20
Social Security	20
Unemployment Compensation	20
Workers' Compensation	21
Reporting a Workplace Injury	21
Employee Benefits	21
Work Hours	22
Adjunct Teachers	22
Attendance	22
Absence	22
Punctuality	22
Inclement Weather	23
Paid Time Off – Holidays	23
School Administrative Employees	23

	Holidays and Overtime	23
	Holidays and Vacation, STD, Sick Leave and FMLA leave	24
	Termination on Day Prior to Holiday	24
	School Non-Administrative Employees	24
Paid	Time Off – Vacation	24
	School Administrative Employees	24
	Requesting Vacation	25
	Payment in lieu of time off	25
	Certain State Law Requirements	26
	Termination of Employment	26
	Vacation and Leaves of Absence	26
	Vacation and Adjusted Service Dates	27
	Overtime for Non-Exempt Employees	27
Paid	Time Off - Sick	27
	School Administrative Employees	27
	School Non-Administrative Employees	28
Paid	Time Off – Personal	28
	School Administrative Employees	28
	School Non-Administrative Employees	29
Bere	eavement Leave	29
	Effect of Bereavement Pay on Overtime Calculation	30
Jury	Duty Leave	30
Milit	ary Leave	30
	More about Military Leave and Benefits	30
Tead	ther Compensatory Time	31
	Eligibility	31
	Earning Compensatory Time Off	31
	Requesting to Use Compensatory Time Off	31
	Tracking of Compensatory Time Off	31

Leave Under the Family and Medical Leave Act (FMLA)	32
Eligibility and Provisions	33
Parental and Serious Illness in the Family Leave	34
Eligibility	34
Duration of leave	34
Notice Requirements	34
Certification and Reporting Requirements	35
Unpaid Leave of Absence	35
Employee Performance Management	36
Disciplinary Process	36
Standards of Conduct	37
Respect for Others	37
Language in the Workplace	37
Professional Ethical Standards	38
Reporting Unethical Behavior	38
Conflicts of Interest	39
Gifts	39
Authorizations and Approvals	39
Solicitation and Distribution	
Appearance and Dress	
Employee Conduct while Driving	40
Social Media Policy	40
Participation in Social Media Sites	40
Prohibited Activities on Social Media Sites	41
Substance Abuse	41
Definition of "Controlled Dangerous Substance"	42
Searches	42
Drug and Alcohol Testing	42
Employee Assistance and Rehabilitation	43

	Confidentiality	43
Emp	oyees Who Work with Children	43
	Learning Environment	43
	Awareness of Possible Abuse/Neglect	43
	Non-Fraternization Policy	43
	Actions in the Presence of Children and Families	44
Prev	enting Workplace Harassment	44
	Definition	44
	Sanctions	45
	Complaint Procedure	45
	Protection against Retaliation	45
	False accusations of misconduct	45
	Authority and Responsibility	45
Whis	tleblower Policy	46
Non-	Retaliation	46
Issue	Resolution Process	46
	Steps in the Process	47
Hand	ling Confidential Information	48
	Personally Identifiable Information	48
	Family Educational Rights and Privacy Act (FERPA)	48
	Confidential and Proprietary Information	49
Intel	ectual Property Policy	49
	Using Copyrighted and Trademarked Materials	49
Exte	nal Inquiries	50
Reco	rds Retention	50
Perso	onnel Files	51
Acce	ss to Employee Exposure Records and Employee Medical Records	51
Acco	mmodation of Disabilities	52
Worl	-at-Home Policy	52

Work-at-Home Guidelines	52
Technology	54
Regulatory Compliance / Risk Management	54
Work at Home Classifications	54
Home-Based Employees (Full-time)	54
Short-Term Work-at-Home Arrangements	55
Occasional Work-at-Home Days	56
Home-based Employees (Part-time)	56
Workplace Safety	57
Security	57
Workplace Violence Prevention	57
Prohibited Conduct	57
Employee Guidelines and Procedures	58
Outside Threats	58
Threat over the Phone	58
Threatening E-mail	58
Mail Threat	58
In-Person Threat	58
Property and Equipment	59
Parking Options	59
Cell Phone/Mobile Device Use	59
Software/Hardware Policy	59
Acceptable Use	59
Software	60
Hardware	60
Outside Equipment	60
Electronic Communications, Telephone Communications and Access Control Security Policy	60
Company Property	60
Authorized Usage	61

	Specific Communication Systems Requirements	61
	General Electronic Communications Provisions	62
Intei	net Security & Usage Policy	63
	Specific Policy	63
	Information Movement	63
	Information Protection	64
	Copyright and Licensing Restrictions	64
	Expectation of Privacy	65
	Access Control	65
	Reporting Security Problems	65
Rem	ote Access Policy	65
	Equipment and Tools	66
	Use of Personal Computers and Equipment	66
	High-Speed Internet Connections	66
	Anti-Virus Software	66
FМР	LOYEE ACKNOWLEDGEMENT OF POLICIES	67

INTRODUCTION

CONNECTIONS EDUCATION

Connections Education is a leading, fully-accredited provider of high-quality, highly accountable virtual education solutions for students in grades K–12 through its Connections Academy and Connections Learning divisions. The company was founded October 1, 2001 and will be celebrating its 10th anniversary during the 2011-2012 school year.

Connections Academy is a leading, fully accredited provider of high-quality, highly accountable virtual schooling for students in grades K through 12. Starting with the 2002-2003 school year, through tuition-free public schools, and full-time and part-time private school programs, Connections Academy delivers superior, personalized education for students, with the freedom and flexibility to experience our online learning community from anywhere. The combination of certified teachers, a proven curriculum, technology tools, and community experiences creates a supportive and successful online learning opportunity for families and children who want an individualized approach to education. In the 2011-2012 school year, Connections Academy will serve students in 22 states via 23 virtual public schools. It serves students worldwide through the online private school, National Connections Academy. Connections Academy offers grades K through 12, though some public school programs do not offer all grades. Connections Academy is a division of Connections Education LLC.

Connections Learning was established on January 1, 2011 and is an online learning provider that delivers a full range of quality, affordable, and turnkey online learning solutions to institutions and individuals. Bringing personalized and flexible learning to students everywhere, Connections Learning products combine a proven curriculum, the latest instructional tools, certified teachers skilled in online instruction, and state-of-the-art technology. Feature products include: online courses; online summer school; homebound student solutions; credit recovery; the Connexus™ digital learning platform; 21st Century Skills courses; a STEM package; online speech therapy; blended/hybrid programs; and virtual private and public school programs. More than 300 schools, school districts, state departments of education and other educational institutions, serving tens of thousands of students throughout the United States and beyond, are already utilizing Connections Learning products and services. Connections Learning is a division of Connections Education LLC.

Connections Education is committed to expanding quality education through technology and helping students achieve both academic and personal success.

CONNECTIONS EDUCATION'S CORE MISSION AND VALUES

The mission of Connections Education is to help each student maximize his or her potential and meet the highest performance standards. Connections Education is a high-quality, high-tech, high-touch "school without walls" that brings out the best in every student.

Connections Education carries this mission over to its employees by striving to provide a work environment that provides opportunities for each employee to maximize his or her potential and meet the highest performance standards.

Incorporated in this mission are our core values. Below is a list that will help you to understand what behaviors we value as an organization.

- We value creativity in all aspects. We expect and support employees to be creative with their ideas, their work environment, and their approach to their jobs.
- We value the health and comfort of our employees.
- We will recognize and reward exceptional performance.
- We will be available to answer questions or take suggestions from any employee.

- We appreciate your ideas. We firmly believe the person doing a job is in the best position to think of ways of doing it more easily, efficiently, and effectively.
- We value and support education and expect everyone to undertake life-long learning.
- We expect everyone to work very hard, but we value family above all else. We will always work to make sure that we provide the flexibility and support in our work environment so that our employees can attend to family emergencies and school conferences.

PURPOSE OF THE HANDBOOK

We have created these policies for all staff of Connections Education to include Connections Learning, Connections Academy and any Connections Academy affiliated school. These policies have been prepared for all full-time and part-time employees, unless otherwise noted herein. Any references in this handbook to "we", "our", and "the company" are intended to mean Connections Education, Connections Learning, Connections Academy or the Connections Academy affiliated school by which you are employed.

This handbook does not create any expressed or implied contract concerning your employment nor does it guarantee your employment for any term. It is intended to assist employees in getting acquainted with our company, and to serve as a reference manual for information about our employment policies and procedures.

We reserve the right to add to, suspend, delete, or modify any part of the handbook, at any time and without notice. However, we will keep you apprised of important changes in our policies, procedures, and practices. However, you may not always be notified in advance of a change or the reason for the change. Furthermore, we reserve the right to respond to each situation in the manner we determine will best serve the interests of fairness and responsible business management.

If you cannot find the answer to the question you have, or if you have specific questions about the interpretation or application of a particular provision, please consult Human Resources.

The most current version of this handbook is always available online in the Virtual Library. Online updates supersede earlier hardcopy versions. You should therefore consult the online version for any questions. Federal, state, or local laws prevail in the event there is a conflict with the content of this guide.

To be effective, any agreement altering the terms and provisions of this handbook must be in writing and signed by the company President. If you sign additional agreements related to your employment, you will be required to comply with their provisions even if they are different than the information that is contained in the employee handbook.

Any individual who violates any policy in this handbook will be subject to disciplinary action, up to and including termination. After reading this handbook, you will be asked to acknowledge that you have read and understand the handbook's contents.

AT-WILL EMPLOYMENT

No policy or provision in this handbook is intended to create a contract binding you or the employer to an agreement of employment for a specified period of time. Employment can be terminated by either the employee or the employer at any time, for any reason, with or without notice. No representative or agent of the employer, other than the company President, can authorize or sign an employment agreement contrary to the above terms and otherwise make any binding offer of employment for a specific term.

JOB RESPONSIBILITIES

Each employee is required to perform the job duties applicable to their position in a satisfactory manner. At any time, an employee may be asked to perform duties outside of their job description consistent with the culture of collaboration

and teamwork within our company. Employees are expected to perform additional duties in the same manner they would the duties listed in their job description.

MANAGER RESPONSIBILITIES

REPORTING OBLIGATIONS

Any employee whose title is manager or higher AND/OR who supervises other employees, for purposes of this section referred to as "Management", must follow the policies set forth below. Management MUST immediately (within 24 hours) report complaints of harassment, requests for accommodations, workplace injuries and complaints of retaliation to Human Resources.

DISCLOSURE OF CONFIDENTIAL EMPLOYEE INFORMATION

Management is prohibited from disclosing employee information to internal or external parties, except as required by law, including the following:

- Compensation
- Performance issues
- Medical conditions
- Any other information deemed confidential by Human Resources

In addition, management is not permitted to provide reference checks for former employees and all inquiries of this type should be forwarded to Human Resources. If an employee asks management for a letter of recommendation, the letter must be routed to Human Resources for approval prior to release to the employee and/or to a third party. Lastly, management is strictly prohibited from requesting medical documentation or a doctor's note from any employee; these requests must come from Human Resources.

HIRING PRACTICES

Any level of management charged with hiring for their division or department must comply with our Equal Employment Opportunity policy. Management must also comply with the recruiting and hiring practices of the Human Resources department. Please refer to relevant Manager Training programs for further information.

OUTSIDE EMPLOYMENT

Outside employment is additional employment for which compensation is paid by an EXTERNAL source while the employee is also an employee of Connections Education. This employment must not interfere with job performance or interfere with the assigned work schedule. Outside employment should be consistent with generally accepted activities for an educational institution and may not be conducted on our property nor use our property or resources. Some employees may be subject to a non-compete agreement prohibiting certain types of outside employment. If you have a question about whether you are subject to a non-compete agreement, contact Human Resources.

REQUIRED EMPLOYEE TRAINING PROGRAMS

We value our employees and strive to prepare them for a long and successful career by offering a well-rounded training program. As a result, there are a number of optional and mandatory trainings available to employees. All mandatory trainings must be completed in the timeframe established. Employees who are in need of an extension should work with their manager in conjunction with Human Resources to have the request for extension approved.

TERMINATION OF EMPLOYMENT

- Notice and Severance: We request that employees who plan to resign notify their manager in writing at least two (2) working weeks prior to their last day. For those employees in a supervisory capacity, three (3) weeks of notice is requested. Vacation and other forms of leave are not to be used during the notice period. The purpose for advance notice is to provide for an orderly transition of the employee's duties in a professional manner. Employees who are considered at risk for accessing confidential information during the notice period may have their duties adjusted during this time period or may be requested to work at home or may be excused from their work responsibilities. The right to work through the end of a notice period is at our discretion.
- Last Pay and Payment of Leave: Employees who resign or are terminated will be paid through the last day worked, including any overtime worked. Employees will be paid for unused vacation leave according to the terms of the vacation policy. An employee is considered to have terminated employment as of the last day worked, for all pay and benefits purposes. Medical, dental, and vision benefits end on the last day of the month in which the employee has terminated employment.
- Return of Property and Equipment: As provided in the property and equipment policy, you must return any of these items in your possession no later than your last regular day of employment. On or before the employee's last day of employment, the employee will be required to sign a Certificate of Separating Employee, certifying that the employee has returned all company materials. Subject to state law and regulation, the value of any property and equipment issued to you and not returned in working condition equivalent to when it was received, normal wear and depreciation excluded, may be deducted from your paycheck and you may be required to sign a wage deduction authorization for this purpose.
- Continuation of Benefits. The Consolidated Omnibus Budget Reconciliation Act (COBRA) allows eligible employees to extend health insurance for up to eighteen (18) months (at their own expense) following termination of employment. Additional information about COBRA is provided in the Employee Benefits Guides.
- Exit Interviews: In instances where an employee voluntarily leaves our employ, we would like to discuss your reasons for leaving and any other impressions that you may have about our organization. If you decide to leave, you will be asked to grant us the privilege of an exit interview. During the exit interview you can express yourself freely. It is hoped that this exit interview will help us part as friends, as well as provide insight into possible improvements we can make. All information will be kept confidential to the extent possible.

PRE-EMPLOYMENT, HIRING, AND TRANSFER POLICIES

EQUAL OPPORTUNITY POLICY

The principles of equal employment opportunity are a vital element in our success. These principles extend to all aspects of employment including recruitment, hiring, assignment, training, compensation, benefits, terminations, educational assistance, social and recreational programs, promotions, and transfers. We are committed to creating and fostering a work environment free from unlawful discrimination and harassment and one in which decisions and terms of employment are not based in any way on race, creed, color, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity and/or expression, marital status, disability, genetic information, or veteran status, or other category protected by law.

We are committed to providing an accessible work place for all employees. We will make reasonable accommodations on behalf of individuals of which we are aware. Employees in need of accommodation should contact Human Resources.

RESPONSIBLITIES

Human Resources has overall responsibility for developing, communicating, and enforcing the principles set forth in this policy throughout the entire organization.

Continued success in equal employment opportunity depends not only on the commitment and involvement of those directly responsible for the program's implementation but also on the dedication of all employees. Assuring equal employment opportunity is a fundamental and direct responsibility of all levels of management. All managers and supervisory personnel are charged with making a personal commitment to practice and enforce the principles of this policy, including the following:

- Recruit, hire, train, promote, transfer, and provide opportunities without regard to race, creed, color, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity and/or expression, marital status, disability, genetic information, or veteran status, or non-job related characteristic;
- Ensure that promotion decisions are made in accordance with equal employment opportunity requirements by imposing only valid, job-related requirements for promotional opportunities; and
- Ensure that all personnel actions relating to compensation, benefits, transfers, terminations, layoffs, training and education assistance are administered in a nondiscriminatory manner.

This policy applies to all employees, supervisors, or managers, at any level.

Any Manager or Supervisor who becomes aware of allegations of unlawful discrimination or harassment must bring the allegations to the attention of his or her Manager or Human Resources.

UNLAWFUL HARASSMENT

We are committed to providing a work atmosphere free of unlawful harassment. Unlawful harassment is unwelcome or unwanted conduct, whether verbal, nonverbal, or physical, which: (1) demeans, degrades, or shows hostility toward another person because of that person's race, color, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity and/or expression, marital status, disability, genetic information, or veteran status, and (2) the conduct substantially interferes with an individual's employment by creating a hostile work environment.

We will not tolerate any form of harassment based on race, color, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity and/or expression, marital status, disability, genetic information, or veteran status. This policy applies in the workplace or in any work-related settings, such as business trips, sales meetings, conventions, or business-related social events. We expect employees to conduct themselves in a professional manner in the workplace and at any other time they are representing us. Such conduct is essential to promote quality work, and to ensure a work environment free of discrimination.

Sexual harassment is covered separately in our Sexual Harassment Policy.

INTERNAL COMPLAINT PROCEDURES

If an employee believes he or she has been unlawfully discriminated against or harassed, the employee should immediately inform his or her supervisor. If the employee believes that his or her supervisor is the source of the problem, or is uncomfortable with this approach for any reason whatsoever, the employee should contact Human Resources. Complaints will be kept confidential to the extent reasonable and possible under the circumstances, and will be investigated and handled promptly, impartially, and appropriately.

Retaliation for bringing a discrimination complaint forward or for participating in an investigation will not be tolerated.

Please reference the Virtual Library for contact information to report a concern to Human Resources at <u>Home</u> > 2011-12 School Handbook > 2011-12 Connections Education Non-Discrimination Statement

REQUIRED DOCUMENTATION

Any documentation or forms, either paper or electronic, that are required by Human Resources must be completed and returned to Human Resources within three (3) days of the first date of employment. Required documentation may vary depending on the state in which the employee works or lives, or their position.

PROOF OF U.S. CITIZENSHIP AND/OR RIGHT TO WORK

Federal regulations require that within three (3) days of hire, all employees must complete and sign Federal Form I-9 Employment Eligibility Verification Form and must present original documents of identity and eligibility to work in the United States. Additionally, employees in some states may be required to be E-verified as required by state law.

APTITUDE AND ABILITY TESTS

For certain positions, you may be required to be tested for your qualifications. If you have a disability which will affect your ability to take such a test, it is important that you advise Human Resources of this so that a reasonable accommodation can be arranged.

BACKGROUND CHECK POLICY (REFERENCE CHECKS, CREDIT CHECKS, CERTIFICATION VERIFICATION AND CRIMINAL HISTORY REPORTS)

Offers of employment are contingent upon satisfactory reference and background checks as well as receipt of valid certification documents and fingerprint clearances as required or any other approvals as listed in the offer letter. We reserve the right to conduct additional background checks periodically during employment. Employment may be denied or terminated if we believe the result of any of the background checks performed would affect an individual's ability to do his or her job and/or the safety of the workplace or our customers. Background checks and other clearances or verifications as required by state law are conducted at the time of hire and for school-based employees, every two years thereafter.

The following standard checks are conducted for all employees:

- County and/or statewide criminal checks for addresses in the previous 7 years
- Social security number verification
- Sex offender check or U.S. criminal indicator search

Additionally, we will perform a verification of educational credentials for school-based employees and a credit check for individuals assuming a significant degree of financial responsibility.

If it is found after employment begins that any information provided on the application was false or misleading, or that information that could be detrimental to the school or company was withheld during the interview and/or hiring process, employment may be terminated.

ARRESTS OR CONVICTIONS DURING EMPLOYMENT

Employees who are arrested for or convicted of a felony or misdemeanor offense that could directly impact the employee's ability to perform his or her job, or could have a negative impact on the company, must immediately, within one business day of returning to work after the arrest or conviction notify his/her supervisor and Human Resources. Employees that have been arrested for or convicted of a felony or misdemeanor during employment that impacts the employee's ability to perform his or her job, or has a negative impact on the company, may receive disciplinary action, up to and including termination.

EXPIRATION OF EDUCATIONAL CREDENTIALS

Some employees, as a condition of employment, must maintain a valid credential. This includes teachers and most school administrators. It is the employee's responsibility to be aware of the expiration date(s) associated with such credentials and to take steps to renew credentials as needed. Human Resources will monitor the expiration of such credentials and provide employees with any notice required by federal or state law or regulation of such expiration. Additionally, disciplinary action may be taken against any employee whose credential expires, in accordance with state regulations.

INTERNAL APPLICATIONS, PROMOTIONS, AND TRANSFERS

INTERNAL APPLICATIONS

We are committed to posting job opportunities as they become available. Internal and external recruitment may occur simultaneously or separately.

As with external hiring, equal consideration for internal transfer or promotion is given to all who apply in accordance with our Equal Opportunity Policy.

ELIGIBILITY

Generally, employees should be in their current position for at least one (1) year before applying for another internal position. In addition to the time in their current position, an employee must satisfy all the minimum requirements listed on the posting and must meet current performance expectations, with no disciplinary actions plans or warnings within the previous sixty (60) days. Employees who are on performance improvement plans are typically not eligible for transfer or promotion. There may be instances where an employee who has previously been successful has moved into a position that is not a good fit for his or her skill set. In these rare instances, with the approval of Human Resources, these employees may be considered for a transfer to a different position.

EXCEPTIONS TO ELIGIBILITY REQUIREMENTS

Employees who have remained in their current position for a minimum of six months (but have not met the one year eligibility criteria) may be considered for a transfer or promotion to a position outside of their current department, if they first obtain written approval from their current manager(s) and the hiring manager. The written approval must be submitted to Human Resources for review and approval.

The minimum service requirement is waived for transfers and promotions occurring within the same department. For the purposes of this policy, "positions within the same department" means those positions that report to the same immediate supervisor or manager.

PROCEDURES

If an employee desires to pursue a different position in the company, the employee should submit an Internal Application (available on the Virtual Library) to Human Resources. If the employee is interested in pursuing the opportunity, the employee must notify his or her current manager of his or her intent to interview for another opportunity prior to interviewing with the hiring manager. A Human Resources representative will inform the hiring manager and the current manager of the employee's intent and qualifications. If the employee is selected for the position, the hiring manager must contact Human Resources to discuss a transition plan.

Under no circumstances should a candidate contact the hiring manager directly. Employees who do so will be referred to Human Resources.

In the event a hiring manager knows of an employee in another department who is qualified for an open position within his or her department, the hiring manager must contact the employee's current manager before making any contact with the employee. If interested in the position, the employee should follow the procedures above.

In all cases, the hiring manager will only interview those employees who meet the criteria of the open position.

PROMOTIONS AND TRANSFERS

Employees may change location or job status for various reasons if the change is approved by their manager. Reasons for promotions and transfers may include career advancement, business necessity, job re-evaluation, performance, or employee requested transfer. Promotions and transfers may or may not result in changes in the employee's compensation. Transfers to some locations may require board approval. All internal transfer arrangements, including timing and selection, are at the discretion of the Employer.

FILLING THE POSITION

Before making an offer, the hiring manager will review the candidate's performance documentation with Human Resources, and should discuss the candidate's work performance with the candidate's current manager. Human Resources should review the employee's personnel file and conduct any required background checks which may be required for the new position. Once the final selection is made, the hiring manager will contact the employee's current manager prior to the conveyance of the offer to discuss the timing of the transition. All discussions or negotiations of details such as salary, grade, title and timing of transfer must be coordinated by Human Resources in order to insure equity and clear, timely communication. The managers will decide on a mutually agreeable transition date which should typically be within 30 days from the date of acceptance of the offer, unless business needs dictate otherwise. Human Resources will provide transferees with written confirmation of their new position, salary, job title and reporting relationship.

Employees offered a position through an internal job posting should accept or decline the position within three (3) working days.

Human Resources will notify all internal candidates not selected for interview of the results of the application/interview process. The Hiring Manager will notify internal candidates that they have interviewed of the results of their interview.

Lateral moves in and of themselves are not appropriate rationale for salary increases (including one-time bonuses and special payments, which are not permitted in lateral transfers). The only permissible rationale is when the competitive pay rates for the new job have been found to be significantly higher than the previous job. All salary actions must be discussed with and approved by Human Resources in advance of communication with the employee. Monetary counteroffers by the employee's current department will not be permitted.

Effective dates for transfers or promotions must occur at the beginning of a pay period. A transfer or promotion should occur within two (2) weeks after the acceptance of a new position. In some instances, a shorter or longer period is required to best serve the interests of the employee and/or the Employer. Human Resources will facilitate all discussions concerning the timing of the transfer or promotion.

FAMILIAL AND PERSONAL RELATIONSHIPS BETWEEN EMPLOYEES

Any employee involved in a non-work-related personal or romantic relationship with another employee may not be the manager or have substantive influence or authority over the career advancement, compensation, or performance appraisal of the other. A non-work-related personal relationship is defined as a family relationship including a spouse, parent, child, brother, sister, aunt, uncle, niece, nephew, cousin, in-law (brother, sister, father, mother, son, daughter), domestic partner, shared custodial responsibilities, or an intimate relationship, an external business relationship, or any other relationship that could create the potential for a conflict of interest in the workplace.

Exceptions to this policy must be approved by the company's President. If there is a question concerning if a relationship constitutes a conflict of interest, please contact Human Resources.

COMPENSATION AND BENEFITS POLICIES

CATEGORIES OF EMPLOYMENT

- **Regular Full-Time:** A regular full-time employee is an employee who is hired for an indefinite period of time and is regularly scheduled to work at least thirty-two (32) hours per week and is eligible for benefits. Except for adjunct teachers and regular part-time teachers, all teachers are full-time employees even if they are not scheduled to work during the summer school holiday.
- **Regular Part-Time:** A regular part-time employee is an employee who is hired for an indefinite period of time and is regularly scheduled to work fewer than thirty-two (32) hours per week and is eligible for certain benefits.
- **Temporary:** A temporary employee is on the payroll, but is expected to be employed for a specific period of time (i.e. Substitute Teachers). Temporary employees are not eligible for employee benefits.

EMPLOYEE CLASSIFICATION AS ESTABLISHED BY THE FAIR LABOR STANDARDS ACT

- Exempt: Exempt employees are those employees who are not eligible for overtime pay, as defined under the Fair Labor Standards Act (FLSA). These employees are typically paid on a salaried basis for carrying out their position responsibilities regardless of the hours worked.
- Non-Exempt: Non-exempt employees are those employees who, regardless of title or function, are eligible for overtime pay, as defined under the FLSA. Non-exempt employees are paid at a rate of time and one-half for hours worked in excess of forty (40) hours in one week.

OVERTIME

Unless otherwise required by law, non-exempt employees are paid one and one-half times their regular hourly rate for hours worked in excess of forty (40) hours per work week. Employees are compensated only for hours worked.

PAYDAYS/PAYCHECKS

Employees are paid semi-monthly on the fifteenth (15th) and the final day of each month except when the pay date falls on a Saturday or Sunday, in which case employees will be paid the Friday before the fifteenth (15th) or final day of each month. Advances in pay are not permitted. Employees will have their compensation payments spread over twenty-four (24) equal pays, except where state statutes or regulations require otherwise.

In accordance with the law, all mandatory federal, state, local, and other deductions will be taken from an employee's semi-monthly pay.

Payroll information must be submitted by the established due date in order for timely processing. These due dates are listed on the Payroll Calendar which is available on the Virtual Library. If changes to payroll information are received after the established due date, they will be processed on the next scheduled pay period.

NON-EXEMPT/HOURLY EMPLOYEES

Hourly employees are paid for hours worked in the pay period following the period in which the hours were recorded (i.e. hours worked from the 1st through the 15th of the month are paid on the final business day of the month).

Hourly employees are required to record their start time, lunch break times, and end time on a daily basis on a timesheet. Hourly employees are also responsible for reporting accurate hours on their timesheets. Falsification of timesheet hours is strictly prohibited. Employees must submit their timesheet to their immediate manger for approval of hours worked.

TEACHER PAY STRUCTURE

Unless a state statute or regulation requires otherwise, teachers' annual salaries will be paid over a twelve-month period. Teachers will receive twenty-four pays of an equal gross amount, assuming they remain employed throughout the school year. If a teacher leaves before the end of the school year, their final pay will be prorated to reflect the percentage of teacher work days that were actually worked. Normal deductions for taxes and benefits will reduce this gross amount.

Teachers are able to select one of the following options:

- Option A: 12 months with summer pay option Continue to receive normal payments for the last two months of the twelve-month period (with pay dates of 6/30, 7/15, 7/31, and 8/15 OR pay dates of 7/15, 7/31, 8/15, and 8/31, depending on school 1st and last pay dates).
- Option B: 12 months with lump sum option Receive one final "lump sum" payment for the gross salary remaining that would otherwise have been paid out through the rest of the summer on June 30. The lump sum would be split into four separate paychecks to avoid any impact on taxes.

The payment method for the lump sum (direct deposit or paycheck) will remain the same as the election the employee has chosen throughout the school year unless changed by the employee.

INCENTIVE COMPENSATION PLAN

Some employees are eligible for incentive compensation, based on individual performance and school performance. Bonuses for employees with a 5% bonus potential are based 70% on individual performance and 30% on school performance. Bonuses for employees with higher bonus potentials are based 30% on individual performance and 70% on school performance. All bonuses are discretionary and dependent on the financial condition of the school.

TEACHERS

Full-time teachers are typically eligible for a bonus incentive calculated as a percentage of their annual salary, including career ladder compensation. Teachers are paid their bonus based on individual and school performance, and dependent upon returning the following school year. Bonus payments are made no later than October 31st. Teachers who intend not to return the following school year, and who indicate their intent not to return by May 1st of the current school year, are eligible for fifty (50) percent of their bonus potential, provided they complete the current school year in its entirety.

SCHOOL ADMINISTRATIVE EMPLOYEES

School administrative employees may be eligible for a bonus incentive dependent upon their position with the school. Bonuses are based on individual and school performance. Bonus payments are made no later than October 31st of the following school year. School administrative employees must be actively employed on the date in which bonuses are paid or have left the company in good standing after June 30th in order to receive their bonus.

EXPENSE REIMBURSEMENT

You will be reimbursed for certain business related expenses. Manager's authorization is required prior to incurring the expense. To be reimbursed for authorized expenses, submit an approved expense report along with appropriate supporting documentation within 60 days of incurring the expense to the Accounts Payable Department.

All employees must adhere to the specific policies and guidelines regarding expense reimbursements in the *Travel and Expense Administration and Reimbursement Policy* maintained by the Accounting department. The policy and expense report form are available on the Virtual Library > Employee Resources > Accounting Resources (expenses, check requests) > Expense Reimbursements and Forms.

NON-EXEMPT EMPLOYEE TRAVEL POLICY

Some non-exempt positions require occasional travel within the United States. Employees in positions classified as non-exempt under the Fair Labor Standards Act are eligible for compensation for the time they spend traveling. The compensation an employee receives depends upon the kind of travel and whether the travel time takes place within normal work hours or outside of normal work hours.

TRAVEL TIME WITHIN NORMAL WORK HOURS

Any portion of authorized travel time that takes place within normal work hours (as defined by the employee's normal work schedule) on any work day of the week is treated as work hours. Travel time within normal work hours will be paid at the employee's regular hourly rate and will be factored into overtime calculations.

TRAVEL TIME IN ADDITION TO NORMAL WORK HOURS

Any portion of authorized travel time (with the exception of driving time equal to the normal commute to the employee's assigned office) that takes place in addition to normal work hours is considered to be outside travel hours. When a non-exempt employee is required to travel as a passenger in an automobile, plane or any other mode of transportation *in addition to* normal work hours, he/she will be compensated at *one-half* his/her regular hourly rate for that portion of travel time that takes place in addition to normal work hours.

TRACKING AND REPORTING TRAVEL TIME

Employees are responsible for accurately tracking, calculating and reporting travel time on their time sheets in accordance with this policy.

Meal periods should be deducted from all travel time. Travel time should be calculated by rounding up to the nearest quarter hour.

If an employee requests a specific travel itinerary or mode that is different from the one authorized, only the estimated travel time associated with the schedule, route and mode of transportation authorized should be reported on the time sheet.

SOCIAL SECURITY

You may be required by law to contribute a set amount of your wages to the U.S. Government's contributory insurance system known as Social Security and Medicare. We match your contribution as required by law, which currently means paying one-half of the cost of your Social Security/Medicare benefits. Some employees may be exempt from contributing to Social Security because of their participation in a state retirement system.

UNEMPLOYMENT COMPENSATION

If you become unemployed, you may be eligible for unemployment compensation, under certain conditions, for a limited period of time. You should apply for benefits through your state unemployment office as soon as possible. Teachers continuing employment, from one school year to the next, are generally not eligible for unemployment compensation during the summer holiday period.

WORKERS' COMPENSATION

Consistent with federal and state law, we pay all the costs to provide workers' compensation insurance coverage for all employees for work-related injuries and illnesses occurring during the course of their regular work assignments.

REPORTING A WORKPLACE INJURY

- Report Your Injury Immediately: Always immediately notify your manager of any work-related injury or illness.
 It is your manager's responsibility to notify Human Resources. A written report on the injury or illness must be provided to Human Resources within 24 hours after the event. We will notify the workers' compensation insurance carrier. Human Resources will be responsible for submitting all paperwork to the workers' compensation insurance carrier.
- **Medical Care:** If the injury requires first-aid treatment, you should go to the first-aid kit located in each office. If the injury is serious, or you wish to seek further medical treatment, paramedic services may be called or an urgent care facility. If you feel that medical treatment is not necessary and prefer to see your private physician, you may do so at your discretion.
- **Disability Income:** If your doctor states that you are unable to return to work for a certain length of time, you may be entitled to receive disability compensation. In those serious cases requiring extended absence(s) from work, it is your obligation to keep Human Resources informed of your status.

EMPLOYEE BENEFITS

All available employee benefits are described in the Employee Benefits Guide which is distributed to employees prior to their first day of work and is explained in detail during Employee Orientation. The most up to date version of the Employee Benefits Guide is located in the Virtual Library.

ATTENDANCE AND LEAVE POLICIES

WORK HOURS

Teachers work a total of two-hundred days per school year, on an approximate work cycle of ten months. The standard school work hours for all school-based employees are established by the school leader, with approval from the VP of Schools, and are noted accordingly in the School Handbook for parents and students. The support staff in Maryland must also be made aware of the approved schedule. The standard school work hours are established as the hours in which teachers are expected to be available to families. As professional, exempt employees, teachers and administrators should expect that their actual working hours will be determined by the amount of time that is required in order to complete the job.

Unless otherwise noted in the offer letter, both exempt and non-exempt employees are expected to work a minimum of forty (40) hours per week. If an employee obtains approval to leave work early or to come in late, their time should be made up within the same week as the approved time away from work.

ADJUNCT TEACHERS

Adjunct teachers are part-time employees who work at home or at an alternative location. Adjunct teachers are required to consult with their Managers to schedule their "core hours," which will consist of a minimum of three (3) office hours per week between the hours of 9:00 am and 5:00 pm (e.g., Mondays, Wednesdays and Thursdays from 9:00 am - 10:00 am, Thursdays from 2:00 pm - 5:00 pm, etc.).

ATTENDANCE

Each employee has a primary work location and work schedule for the purposes of this policy.

An employee is responsible for being on time as defined by their manager and the needs of the Company every day that he or she is scheduled to work. Employees are responsible for completing a leave request for any absence as required by Human Resources.

Employees are required to call their manager each day they will be absent or late and must gain manager approval to leave work early. Notifying a fellow employee is not sufficient. If you are unable to make the contact yourself because of illness, emergency, or for some other reason, you must have someone make the contact on your behalf. This is only appropriate if you are completely unable to make the contact yourself.

ABSENCE

If you are absent because of illness for five (5) or more successive days, you must submit written documentation from your doctor or be required to convert the days absent to other forms of paid leave, if available, or to unpaid leave. If you are absent five (5) or more days because of illness, you will be required to provide written documentation from a doctor that you are able to resume normal work duties before you will be allowed to return to work. These absences may be designated as family/medical leave depending on the circumstances.

Absence from work for three (3) consecutive days without notifying your manager or Human Resources will be considered a voluntary resignation. In general, five (5) unexcused absences in a ninety (90) day period, or a consistent pattern of absence, will be considered excessive, and the reasons for the absences may come under question.

PUNCTUALITY

Tardiness or leaving early for those positions with specifically prescribed work hours, without permission from your manager can be as detrimental to the organization as an absence. Three (3) such incidents in a ninety (90) day period

will be considered a "tardiness pattern" and will carry the same weight as an absence. Other factors, like the degree of lateness, may be considered.

INCLEMENT WEATHER

In the event that the school's office(s) close due to an unexpected emergency (such as hazardous weather conditions), a "must read" WebMail notice will be sent from the school to all families explaining the details of the office closure. The school also records a voicemail message announcing the details of the office closure on the school's voicemail system.

If you are an employee who currently has permission to work from home as a home-based employee or on a regular or occasional basis, you will be expected to work a full day regardless of whether the office is open or closed.

Since we provide employees with a Web-based Education Management System (EMS) and remote access capability, there may be a possibility of office-based employee also working from home. The ability to work from home will be determined by your supervisor on an individual basis for each day in question. For all other employees, please follow your school's policy or contact your supervisor to determine work expectations during office closures. Typically the school's teachers can work from an alternate location, and are available for families via WebMail and an alternate phone number. More specific details about teacher support will be provided in the WebMail message.

If the office is open and you decide that you do not want to attempt to come to work due to inclement weather, you must contact your supervisor by phone or instant message (IM) before 8:30 am; sending an e-mail is not sufficient. Also, if your supervisor does not respond to your IM within fifteen (15) minutes, you must call your supervisor on the phone to notify him or her of your absence. Please make sure you have contact information for your supervisor available.

PAID TIME OFF - HOLIDAYS

SCHOOL ADMINISTRATIVE EMPLOYEES

We provide certain paid holidays each year to regular full-time employees. In addition to holidays observed, full-time employees will be granted floating holidays. A schedule is issued by Human Resources annually. The floating holidays must be approved in advance and taken during the calendar year in which they are earned, or they are forfeited. If business requirements dictate, a manager has the right to require an employee to work on a scheduled holiday and substitute an alternate day in its place.

In order to be eligible for paid holidays, an employee must work the last scheduled workday before and the first scheduled workday after the holiday, unless the employee submitted a request for paid time off and received approval in advance of the holiday. Exceptions may be made if an employee provides Human Resources with documentation for an illness or other emergency.

If due to the nature of the business, it is necessary for some employees to work on a scheduled holiday, the following guidelines apply:

- Where possible, exempt employees are to be given a substitute holiday, the date and time to be determined
 mutually between the employee and their supervisor.
- Non-exempt employees are to receive time and a half for hours actually worked on the holiday (in addition to holiday pay).

HOLIDAYS AND OVERTIME

Paid holidays count as time worked for the calculation of overtime. Holiday hours and the hours of normally scheduled work time will be used in the determination of hours worked in the workweek towards overtime for non-exempt employees.

HOLIDAYS AND VACATION, STD, SICK LEAVE AND FMLA LEAVE

Whenever a recognized Company holiday falls within an employee's scheduled vacation period, the person will receive holiday pay for that day, and it will not be charged to vacation time.

If a holiday falls during a period of short-term disability, the employee does not receive holiday pay; the time is charged to short-term disability and is paid at the usual 66 2/3% or 100% rate.

If a paid holiday occurs while an employee is on paid sick leave, he/she will be paid for that holiday, and the day will not be charged to sick leave.

An employee on unpaid Family and Medical Leave during the occurrence of a Company recognized holiday will not receive holiday pay.

If a holiday falls during an employee's intermittent Family and Medical Leave, the employee will receive holiday pay only if he/she is scheduled to work on the holiday.

TERMINATION ON DAY PRIOR TO HOLIDAY

An employee, who is terminated, voluntarily or by Company action, on the day preceding a holiday, is not eligible for holiday pay.

SCHOOL NON-ADMINISTRATIVE EMPLOYEES

Teachers work a total of two-hundred days per school year, on an approximate work cycle of ten months. Teachers follow the holidays established in their School Calendar.

PAID TIME OFF - VACATION

SCHOOL ADMINISTRATIVE EMPLOYEES

Paid vacation leave is provided each calendar year to regular full-time school administrative employees based on their length of service. Employees will be credited for years of service either at Connections Education or a Connections Academy school for purposes of vacation time calculation.

Paid vacation days are equal to the number of hours in your regular workday. Vacation time is paid at the eligible employee's base rate of pay at the time of vacation.

Vacation Schedule

Years of Service Max # of Vacation Days Per Year

Newly hired employees receive vacation according to their month of hire

January – June	5
July – September	3
October – December	0

Thereafter, vacation is allocated as follows:

In the calendar year of the 1 st anniversary	10
through the year of the 2 nd anniversary	

In the calendar year of the 3rd anniversary 15

through year of the 6th anniversary

In the calendar year of the 7th anniversary 17 through year of the 9th anniversary

In the calendar year of the 10th anniversary 20 and thereafter

When employees attain their 15th year of service, and on each five-year anniversary thereafter, they will receive an extra five (5) days of vacation in that significant anniversary year only, up to a maximum of 25 days.

For the purpose of taking vacation time, full vacation time is allotted on January 1st of each year. However, for payment of accrued vacation time upon termination of employment, see "Termination of Employment" section below.

Employees who transfer from temporary or part-time to a regular full-time position will be eligible for vacation based upon their transition date according to the New Hire Vacation Allocation for their first year only. Thereafter, beginning January 1st of the next calendar year, employees will be allocated vacation based on their length of service using their original hire date. Employees who transfer to temporary or part-time status will be paid for their pro-rated, unused vacation time based on the number of full calendar months they worked in a vacation-eligible position. If vacation time has already been used, then no vacation payment will be made.

Employees who transfer from a ten to twelve month position will be eligible for vacation based upon the month their transition date occurs for their first year only. Thereafter, beginning January 1st of the next calendar year, employees will be allocated vacation based on their length of service using their original hire date. Employees who transfer from a twelve to ten month position will be paid for their pro-rated, unused vacation time based on the number of full calendar months they worked in a vacation eligible position. If vacation time has already been used, then no vacation payment will be made.

REQUESTING VACATION

We will try to accommodate employee requests. All vacation must be requested in advance and must be approved by your manager. The manager has the right to decline an employee's request if the vacation schedule interferes with business needs.

If a paid holiday falls within a vacation period, it will be paid as a holiday.

While on vacation, if an employee is hospitalized or experiences an illness or injury that results in a short-term disability claim, the applicable days will be charged to short-term disability. No other use of time while on vacation is permitted.

PAYMENT IN LIEU OF TIME OFF

No active employee will receive payment for vacation in lieu of taking the time off.

Additionally, employees must take their vacation in the same calendar year in which the vacation is credited, and will not be able to carry over accrued, unused vacation into the next calendar year, except as described in the next paragraph and as described in the next section headed "Certain State Law Requirements".

No vacation time may be carried over to the following calendar year unless it is at the written request of the Employer and approved by Human Resources. Under those circumstances, a maximum of five (5) days may be carried over, and the carry over time must be used by the end of the first calendar quarter. Further, employees may carry such vacation time for use only: under no circumstances will any employee be paid for unused carry-over vacation time, except where:

Required by State law (as discussed in the next section below); or

Where the employee is terminated due to Company Layoff before the end of the first calendar quarter, in which
case the employee will receive any vacation carried over from the previous year as described in the preceding
sentence.

CERTAIN STATE LAW REQUIREMENTS

In cases where state law requires that employers allow employees to carry over vacation from year to year, the maximum vacation accrual that any employee may have at one time shall equal one and one-half times that employee's annual vacation allotment at his or her current annual vacation accrual rate. If an employee's earned but unused vacation reaches this maximum, the employee will not accrue any additional vacation. If the employee later uses enough vacation to fall below the maximum, he or she will resume earning vacation pay from that date forward. In such case, no vacation will accrue for the period in which the employee's vacation accrual was at the maximum.

TERMINATION OF EMPLOYMENT

Employees who leave the Employer will be paid for pro-rated unused vacation for that year only based on the number of full calendar months worked that year. If vacation has already been used, then no vacation payment will be made. Payment of vacation does not extend the employment period beyond the date of termination.

Employees who terminate employment from the Employer due to death or disability (such that they are eligible to receive Long-Term Disability under the employer-sponsored plan or Social Security disability benefits), or who voluntarily resign or are involuntarily terminated as a result of job elimination or reduction in force from the employer after 20 years of service and have worked at least one day of the calendar year, will be paid for their full year's unused vacation allotment without pro-ration.

Upon termination of employment for any reason, voluntary or involuntary, no vacation pay from prior years will be paid, except where required by State law and as discussed in the section of this policy headed "Payment in Lieu of Time Off", above.

VACATION AND LEAVES OF ABSENCE

Employees who go on Family and Medical Leave (FMLA), Short-Term Disability (STD) leave, Workers' Compensation leave, or Military Leave will still receive their full vacation accrual for the year. However, employees who go on unpaid leave of absence will receive prorated vacation time based on the amount of time worked.

Employees on long-term disability or Active Military leave continue to be allocated vacation while on leave. After an employee has been on Long-Term Disability leave for three (3) months, he or she may request to be paid for the unused vacation allotment for the year in which the disability began. Employees on active Military Duty can request that he or she be paid for the year's unused allotment of vacation at the start of the Military Leave. However, in both instances, the employee's vacation time for that year will not be restored when he or she returns to work and it is a one-time only request. If the employee prefers not to receive such payments and the employee returns to work, the employee will receive his or her full, unused vacation allotment for the year in which he or she returns to work.

Employees who go out on a leave of absence for any reason and do not use their entire vacation allotment for the year of their leave of absence will not roll the time over into the next year, and will not be paid out for the unused time, except in the limited circumstances described in the third paragraph of the section of the policy headed "Payment in Lieu of Time Off" above.

If an employee has a military obligation that requires a two-week tour of duty, the two weeks will not be charged to vacation and will be paid according to the Military Leave policy.

VACATION AND ADJUSTED SERVICE DATES

Employees who leave the Employer and are rehired into a benefit eligible position within one year of their termination date will receive service credit for vacation based on their original hire date with the Employer according to the terms of the Adjusted Service Date policy. However, the service credit will be pro-rated based upon the rehire date.

OVERTIME FOR NON-EXEMPT EMPLOYEES

Vacation leave is included in the hours calculated to determine overtime eligibility for non-exempt employees.

PAID TIME OFF - SICK

SCHOOL ADMINISTRATIVE EMPLOYEES

Regular full-time school administrative employees are advanced up to five (5) days of sick leave per year on January 1st for use when they are sick, or a close family member is sick. Sick leave is prorated depending upon date of hire.

Newly hired employees, during their first year of employment, will receive sick days based on their date of hire:

January – March 5 days April – June 3 days July – September 2 days October – December 1 day

Employees who work in the City of San Francisco, California are subject to different sick day provisions and should see Human Resources for more information.

Sick leave may not be borrowed from future accumulation and is not paid out upon termination of employment. Sick leave can be rolled over from year to year with a maximum of ten (10) accumulated days. In the event an employee has used his or her sick time for the year, personal days may be used. Sick leave is included in the hours calculated to determine overtime eligibility for non-exempt employees. If a paid holiday occurs while an employee is on paid sick leave, he/she will be paid for that holiday, and the day will not be charged to sick leave.

PROCEDURE FOR USE OF SICK LEAVE

On the day of his/her absence from work due to illness, the employee must call his/her manager or supervisor directly. The employee should call each day to report an absence or must inform the supervisor in advance of the nature and expected length of absence due to an illness that will exceed one day. (Note: information given to the supervisor or manager regarding the "nature" of the absence should be limited to a basic statement of the reason for absence; for example, that the employee is ill. The employee should not provide medical details to the supervisor or manager). Once an employee exhausts all of sick and personal time, remaining days must be taken as unpaid time off.

We reserve the right to request medical documentation to support any sick day use, in accordance with applicable law.

UNREPORTED ABSENCE

Three (3) consecutive days of undocumented, unreported absence is considered a no call/no show, and is cause for termination.

EXTENDED ILLNESS

For absences due to illness which extend beyond three (3) consecutive working days, please contact Human Resources. (In such case, employees must still notify their manager or supervisor of their absence, as described in the "Procedures"

section above). After five (5) consecutive working days, the time off may transition to Short-Term Disability. Sick days will not be reinstated and will be considered exhausted, unless required by State Law.

SCHOOL NON-ADMINISTRATIVE EMPLOYEES

Regular full-time school non-administrative employees earn up to four (4) days of sick leave per year at the beginning of the school year for use when they are sick, or a close family member is sick. Sick leave is prorated depending upon date of hire. Sick leave can be rolled over from school year to school year with a maximum of eight (8) accumulated days.

Employees who work in the city of San Francisco, California are subject to different sick day provisions and should see Human Resources for more information.

Sick leave is included in the hours calculated to determine overtime eligibility for non-exempt employees. If a paid holiday occurs while an employee is on paid sick leave, he/she will be paid for that holiday, and the day will not be charged to sick leave.

PROCEDURE FOR USE OF SICK LEAVE

On the day of his/her absence from work due to illness, the employee must call his/her manager or supervisor directly. The employee should call each day to report an absence or must inform the supervisor in advance of the nature and expected length of absence due to an illness that will exceed one day. (Note: information given to the supervisor or manager regarding the "nature" of the absence should be limited to a basic statement of the reason for absence; for example, that the employee is ill. The employee should not provide medical details to the supervisor or manager). Once an employee exhausts all of sick and personal time, remaining days must be taken as unpaid time off.

We reserve the right to request medical documentation to support any sick day use, in accordance with applicable law.

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Three (3) consecutive days of undocumented, unreported absence is considered a no call/no show, and is cause for termination.

EXTENDED ILLNESS

For absences due to illness which extend beyond three (3) consecutive working days, please contact Human Resources. (In such cases, employees must still notify their manager or supervisor of their absence, as described in the "Procedures" section above). After five (5) consecutive working days, the time off may transition to Short-Term Disability. Sick days will not be reinstated and will be considered exhausted, unless required by State Law.

PAID TIME OFF - PERSONAL

SCHOOL ADMINISTRATIVE EMPLOYEES

School administrative employees are eligible to receive up to five (5) personal days each calendar year. Unused, earned personal days may not be carried over from year to year and there will be no pay in lieu of these days. All personal days must be requested in advance and must be approved by your manager.

Some of these days will be required to be used during the last week of the calendar year or the "holiday week." The remainder of days available may be taken for events such as doctor and dental appointments, family illness, moving, mortgage closings, religious obligations, child and elder care issues, civic involvement (including voting), school affairs, court appearances (other than Jury Duty/Court Service), funerals (other than the death of an immediate family member as defined by the Bereavement Policy), and other personal matters.

Newly hired employees during their first year of employment will receive personal days based on their date of hire:

January-March	5 days
April-June	3 days
July-September	2 days
October-November 30 th	1 day

There will be no payment of unused personal days after an employee terminates from the Employer.

OVERTIME FOR NON-EXEMPT EMPLOYEES

Personal leave is included in the hours calculated to determine overtime eligibility for non-exempt employees.

SCHOOL NON-ADMINISTRATIVE EMPLOYEES

School non-administrative employees hired in the current school year, will earn two (2) personal days if hired between August 1st and December 31st and one (1) personal day if hired between January 1st and April 30th. If a school non-administrative employee is hired on or after May 1st of the current school year, they will not receive personal days for the current school year.

School non-administrative employees returning after their initial year of employment will be granted personal days according to years of service outlined below:

1-2 years of service	8 days
3-6 years of service	10 days
7-9 years of service	12 days
10-14 years of service	14 days

Unused, earned personal days may not be carried over from year to year. All personal days must be requested in advance and must be approved by your manager.

If a school non-administrative employee ends their employment prior to the end of the school year, they are eligible for pay out of personal days if they have worked at least 90 days of that school year.

BEREAVEMENT LEAVE

For the death of a spouse, domestic partner, child or step-child, daughter-in-law, son-in-law, parent/guardian, stepparent, brother, sister, brother in law, sister in law, grandparent, grandchild, parent-in-law, or other resident of the household, regular full-time employees are provided with up to five (5) days of paid bereavement leave. This time is granted from the date of death through the day of the funeral. If the funeral is held out of town and requires extensive travel, or if there are other extenuating circumstances, consult Human Resources for determining the appropriate time off for the employee. Human Resources may require the employee to provide proof of death in the family (i.e. copy of obituary listing employee as a family member or notice from a funeral home stating relationship to employee).

In the case of the death of a spouse, domestic partner, child, parent, parent-in-law, brother or sister, condolences will be made in the employer name by sending flowers or by making a memorial contribution to an organization specified by the employee.

Employees may request time off to attend funerals for other than immediate family members, but will need to use personal or vacation time to cover the absence. If an employee does not have any personal or vacation time to use, they may request unpaid time off.

EFFECT OF BEREAVEMENT PAY ON OVERTIME CALCULATION

Paid bereavement leave counts as time worked for the calculation of overtime. Bereavement hours and the hours of normally scheduled work time will be used in the determination of hours worked in the workweek towards overtime for non-exempt employees.

JURY DUTY LEAVE

We recognize an employee's civic responsibility to serve on a jury if requested to do so. Employees will be paid their full salary for up to four (4) weeks for jury duty leave. For non-exempt employees, jury duty leave that falls during the hours of regularly scheduled work time will be used in the determination of hours worked in the workweek for the purpose of calculating overtime. Leaves for appearing as a subpoenaed witness or to attend a court or coroner's inquest will be unpaid, unless an employee uses a vacation or personal day. All employees may take unpaid leave as needed to perform jury duty.

An employee must submit a copy of his or her jury summons to Human Resources upon receipt and inform his or her manager on a daily basis when he or she will need to be in court. The employee is also required to report to work on partial or full days when the court does not require the employee's presence.

MILITARY LEAVE

Employees will be granted a military leave of absence for active service or training in the U.S. military to the extent required by the Uniformed Services Employment and Reemployment Rights Act (USERRA). To the extent required by USERRA, eligible employees will continue to earn service credit. In addition, eligible employees who return from such military leave are guaranteed a job to the extent required by law if they comply with reinstatement requirements. Employees must provide proof of military leave obligations prior to going on leave if at all possible. For further information on USERRA please refer to the USERRA poster posted on the Virtual Library.

MORE ABOUT MILITARY LEAVE AND BENEFITS

Regular full time employees are eligible for paid benefits under this policy. Reservists and Members of the National Guard will be paid their regular base salary for the first ten (10) working days of required military training each year. Employees who are called to or volunteer for active duty will be paid their regular base pay for the first thirty (30) days. All time taken beyond the thirty (30) days will be unpaid.

Employees out on military leave will still receive full vacation, sick and personal day accrual for the year. However, there is no carry-over of vacation, sick and personal time for employees who do not use their allotment for each year of their military leave. An employee can request to be paid for unused vacation and personal days at the start of the leave. However, this is not a requirement.

An employee on military leave has the right to remain on the company's benefit plans for two (2) years following the first month of active military duty. The Employer will continue to pay premiums during any period of the leave that is unpaid. Health insurance benefits are also available under the Military Health Care Program, TRICARE, required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible. For information regarding your 401 (k) plan treatment during military leave please refer to the Summary of Plan Provisions. Upon return from military leave, an employee has the right to reinstatement in benefits plans. An employee is required to contact HR in writing every 4 weeks, when possible, during the period of service.

Under the current law, employees on a military leave of absence are guaranteed the same or a suitable job if they are released from military service under conditions other than "undesirable" or "dishonorable," provided they apply for reinstatement to Human Resources within the required legal time frames. A suitable job is a position the employee qualifies for through skills, performance, education, and training.

An employee must notify their manager (if possible) at least one (1) month prior to beginning military leave for active service. An employee must also produce a copy of their military orders, as soon as reasonably possible, for active service. An employee is required to report back to work or submit a timely application for reemployment upon completing a period of service as required by law.

TEACHER COMPENSATORY TIME

As exempt employees, teachers are not eligible to earn overtime. However, we occasionally ask teachers to participate in activities that may take place outside of normal office hours such as information/marketing sessions, weekend field trips, or administration of state testing. Because we appreciate your willingness to participate in these activities, we have created a compensatory time program to give you credit for this extra work. Compensatory time is paid time-off that may be taken during normal school work hours and during the school year.

ELIGIBILITY

Regular, full-time teachers who participate in school-sponsored activities outside of the normal work hours are eligible for compensatory time. To the extent an activity is not sponsored by the school, or a teacher's presence at a school-sponsored activity is not required by us, a teacher is not eligible to earn compensatory time.

EARNING COMPENSATORY TIME OFF

Teachers must work a minimum of four (4) consecutive hours per eligible activity to earn compensatory time. Any time worked over a four (4) hour period will be rounded to the nearest four (4) or eight (8) hour increment. If hours worked fall directly between two four hour increments, it is at the Principal's discretion to determine whether the hours will be rounded up or down. Teachers are limited to a maximum of forty (40) hours of compensatory time per school year.

For example, if a teacher works five (5) hours, it should be rounded to four (4) hours. If a teacher works seven (7) hours, it should be rounded to eight (8) hours. If a teacher works six (6) hours, ten (10) hours, or any amount falling directly in between two four hour increments, it is up to the Principal to determine whether the hours should be rounded up or down.

When a teacher wishes to participate in a school-sponsored activity outside of the normal work hours, the teacher may apply for compensatory time by completing a Teacher Request to Earn Compensatory Time form. Participation must be approved by the school Principal in advance. Upon completion of the activity, hours of participation must be approved by the school Principal, and the teacher must then submit the approved request form to Human Resources.

REQUESTING TO USE COMPENSATORY TIME OFF

Teachers requesting to use their earned compensatory time should submit a request through the Human Resources Information System. Compensatory time off must be used in increments of four (4) hours. Compensatory time must be used within the school year that it is earned.

The school Principal may deny requests for compensatory time if the Principal deems, within his/her sole discretion that taking the time off as requested might adversely impact school operations. Compensatory time is not transferable to other employees and will not be paid out to employees in the form of compensation at any time.

TRACKING OF COMPENSATORY TIME OFF

Compensatory time will be tracked through the Human Resources Information System. When Human Resources receives an approved Teacher Request to Earn Compensatory Time form, a representative from Human Resources will update the teacher's earned compensatory time amount in the Human Resources Information System.

LEAVE UNDER THE FAMILY AND MEDICAL LEAVE ACT (FMLA)

Generally, eligible employees are entitled to up to twelve (12) weeks of unpaid leave per rolling twelve (12) month period for birth, adoption, or foster care of a child; to care for a child, spouse or parent; or for their serious health condition.

Additionally, the FMLA permits a spouse, son, daughter, parent, or next of kin to take up to 26 workweeks of leave to care for a member of the Armed Forces, including a member of the National Guard or Reserves or a veteran under certain circumstances, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness and was a member of the Armed Forces at any time during the five-year period before he or she began the treatment, recuperation or therapy. An employee is also permitted to take FMLA leave for any qualifying exigency arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

All 12 month employees must exhaust all paid leave during the FMLA absence with the balance of the twelve (12) weeks being unpaid, except when the employee is taking leave for his/her own serious health condition and qualifies for short-term disability. The use of paid time during FMLA leave does not extend the length of FMLA leave, and paid time will run concurrently with the employee's FMLA entitlement. An employee may use allotted and available sick days if he or she is sick or injured, or to care for a sick child.

An employee may receive compensation under the Short-Term Disability program if he or she is eligible for such during a leave as a result of a disability. In the event that an employee is determined eligible to receive short-term disability benefits, the first 5 work days will be charged against the employee's sick day allotment. Sick days are not reinstated unless mandated by state law. If there are no sick days available, then the first week is unpaid unless the employee wishes to use personal or vacation time for payment. After the sick days are paid, STD benefits may continue for up to 25 additional weeks.

An employee may use allotted and available Personal and Vacation Days, but only after all other available compensation has been exhausted.

Leave to care for a child after birth or placement of adoption or foster care must be taken within 12 months of the child's birth or placement.

In order to take leave to care for a family member with a serious health condition, an employee must provide medical certification of the serious health condition, and the medical necessity for the employee to assist with the care of the family member.

All time used for Short Term Disability (STD) or Worker's Compensation will be counted toward the 12-week allotment. Certain eligibility rules and requirements may apply under different state laws. Employees will be provided with additional information if this applies to them. If employees who are married are both employed by Connections Education, they may take only a *combined* leave of twelve (12) weeks per year for the birth/adoption of a child. Eligible employees may take leave intermittently when medically necessary and with proper medical certification as required by law. Intermittent leave may be taken in full day or partial day increments. For partial day increments, the employee's timesheet should reflect the actual amount of time spent away from the workplace. Compensation and employee paid time-off benefits may be prorated depending on the duration of intermittent or reduced leave. If an employee wishes to be compensated for the time off work, the time must be taken in accordance with our time off policy. Employees taking intermittent FMLA leave must make a reasonable effort to schedule their leave so as not to unduly disrupt the company's operations. When an employee takes intermittent leave or a reduced work schedule, we may temporarily transfer the employee to an alternative position, with equivalent pay and benefits, that better accommodates recurring periods of leave.

ELIGIBILITY AND PROVISIONS

Employees assigned to an office facility with more than fifty (50) employees within a seventy-five (75) mile radius who have been employed at least twelve (12) months and who have worked at least 1,250 hours in the last twelve (12) months are eligible for family and medical leave under the FMLA.

Family and Medical Leave is not paid leave. Upon returning to work, employees will be placed in the original or an equivalent position to the one that they held when they went on Family and Medical Leave unless the employee's position would have been eliminated or changed regardless of the leave. There are exceptions to this rule for key employees. Health coverage will be maintained during the leave period, provided the employee continues to pay his or her portion of the premium in a timely manner. The employee is responsible for making arrangements with Human Resources to pay their employee premium. If an employee receives compensation from us during the leave, employee contributions to pay for benefits will be deducted.

Time spent on leave will count for vesting service for the employee's 401 (k) plan. During unpaid leaves, 401 (k) deductions will be suspended. Employees with 401 (k) loans must submit monthly loan repayments by check during unpaid leaves.

An employee will accrue vacation and/or sick leave for the period of leave. An employee on unpaid leave during the occurrence of a Company recognized holiday will not receive holiday pay. Holidays have no affect on the pay of employees on approved paid STD leaves, except that holidays falling within the employee's elimination period will be counted as a holiday, and not as a sick day. Employees on intermittent FMLA leave will receive holiday pay only if they were scheduled to work on the holiday.

Participation in flexible spending accounts will continue while an employee is on leave. However, the contributions cease when an employee is on an unpaid leave, and employees who are on unpaid leave may not make contributions to their accounts through personal checks or otherwise. A participating employee may submit claims during the leave period. If an employee is on unpaid leave, once the employee returns to work and deductions resume from the paychecks, the remaining amount of the annual contribution will be recalculated to reflect the new appropriate deductions for the remainder of the calendar year.

Employees must submit family and medical leave requests in writing to Human Resources at least thirty (30) days in advance when the leave is foreseeable, or as soon as practical thereafter. In the event that the reason for leave is due to the personal illness of the employee, or to care for a family member with a serious health condition, medical certification is required within 15 days from commencement or leave request, unless it is not practicable to do so despite the employee's diligent good faith efforts. In cases where an employee requests FMLA leave in conjunction with short-term disability, the short-term disability application will act as notice of medical certification.

We will notify employees if their submitted medical certifications are incomplete or insufficient, and will provide employees at least seven days to cure deficiencies.

Depending on the circumstances and duration of the FMLA leave, we may require employees to provide recertification of their serious health condition. A new medical certification will be required annually for serious health conditions lasting beyond one year. We also reserve the right to request a second or third medical opinion pertaining to the employee's disability at our expense.

We may retroactively designate leave as FMLA leave with appropriate written notice to employees, as long as the Company's failure to designate the leave as FMLA-qualifying earlier did not cause harm to the employee.

While out on leave, employees must maintain contact with their manager or supervisor and Human Resources to inform them of their status and intention to return to work at the end of the FMLA period. If an employee gives us notice of his or her intent not to return to work, we no longer are required to maintain health benefits or to restore the employee to his or her job.

Employees must return to work once approved leave has expired. Prior to returning to work, an employee who takes leave due to his or her own serious health condition is required to submit certification from a healthcare provider that he or she is able to resume work. When an employee returns from leave, any coverage that had been suspended during the leave will be reinstated. Use of FMLA leave will not result in the loss of any employment benefits that accrued prior to the start of the FMLA leave.

If an employee fails to return to work at the expiration of an approved FMLA leave, it will be deemed a voluntary termination.

PARENTAL AND SERIOUS ILLNESS IN THE FAMILY LEAVE

The parental and serious illness in the family leave policy provides employees with up to two (2) weeks of paid time off during a 12-month period in the following circumstances:

- Parental leave to care for a child after birth or placement for adoption or foster care who is born or adopted on or after January 1, 2012;
- Serious illness in the family leave to care for a seriously ill spouse, domestic partner (affidavit on file with Benefits Department), child or parent, or to make arrangements relative to that care, on or after January 1, 2012. This does not include in-laws.

A "child" under this policy is typically considered a dependent child under the age of 18. However, in certain limited situations, we may approve this leave for employees needing to care for adult children over the age of 18 if circumstances warrant, in our sole discretion. Any request for leave to care for children over the age of 18 under this policy must be approved by Human Resources.

All time used for Parental and Serious Illness in the Family Leave will be counted toward the employee's 12 week Family and Medical Leave Act (FMLA) allotment and must be utilized before unpaid time off begins. The only exception will be employees who take Parental/Serious Illness in the Family Leave for the serious illness of his or her same-sex domestic partner, as same-sex domestic partners are not considered eligible dependents under the Federal Family and Medical Leave Act. Parental Leave must be taken within 6 months of the qualifying event.

In certain instances, state leave laws may differ from the Federal Law. Please check with Human Resources to confirm specific benefit information.

ELIGIBILITY

Eligible employees who have been employed for one year and have worked at least 1,250 hours over the 12-months preceding the requested leave are eligible. Full time employees who meet the eligibility criteria can take up to two (2) weeks of paid leave during a 12-month period.

DURATION OF LEAVE

Only one two (2) week leave may be taken during a 12-month period, which will be counted by looking backward from the date the leave begins. Leave may be taken in minimum of one-week increments.

Parental leave must be taken within the first six (6) months of the birth or adoption of a child, or the placement of the foster child.

NOTICE REQUIREMENTS

When the leave is foreseeable, at least 30 days advance notice to the Human Resources department is required. If 30 days notice cannot be provided, as much notice as possible should be provided. Failure to give reasonable notice may delay, or make an employee ineligible to take leave. Employees must also always contact their supervisor or manager when they are going to be absent, or as soon as possible if advance notice is not possible.

CERTIFICATION AND REPORTING REQUIREMENTS

In all instances, employees requesting leave must complete the Parental and Serious Illness in the Family Leave of Absence Request Form. For Serious Illness in the Family Leave, employees must provide medical certification by a physician or practitioner.

In cases where parental leave is taken to care for a child after birth or placement for adoption or foster care, documentation, such as birth certificate or adoption decree, is required.

UNPAID LEAVE OF ABSENCE

Employees who need extended time off from work for personal or other reasons, which do not qualify as Family and Medical Leave, may be permitted to take an unpaid leave of absence at our sole discretion, depending upon the circumstances. We will not permit any leave of absence in excess of six (6) months.

A leave of absence will not be granted to any employee with less than six (6) months (one hundred and eighty (180) calendar days) of continuous service, except for Family and Medical leave or military leave, unless required by state law. Unpaid leave requests must be submitted to Human Resources by the employee, and requests must be approved by Human Resources and the department manager. An employee does not accrue paid leave during a leave of absence.

An approved unpaid personal leave of absence does not assure employees the right to return to work with us or to the job he or she held. Although we will try to place the employee in a job, we are not obligated to do so. If we offer the employee a position at the end of the leave and the employee fails to accept it, he or she will be considered a voluntary resignation without notice.

Unpaid leave is not intended for use by employees who have used up their available paid leave and is generally approved only in extreme situations. Documentation of the circumstances will be required.

PERFORMANCE AND DISCIPLINARY ACTION POLICIES

EMPLOYEE PERFORMANCE MANAGEMENT

Performance refers to work performance, attendance and punctuality, conduct, and compliance with policies and procedures. Employee performance is the key to achieving business results and organizational productivity. We use informal and formal performance feedback tools to assist employees in developing high levels of performance.

Employees receive a performance review in advance of their salary review date, which is a common date for all employees. Performance reviews are conducted annually at the end of the school year as well as mid-year in December or January. Employees also receive periodic feedback both formally and informally from their manager. This feedback may be written or verbal.

Based on those reviews and other factors (the employee's position level, general market condition, internal equity, the school's overall performance and merit increase pool, etc.), the manager may recommend a merit increase and bonus payment. All salary increases and bonus payments must be reviewed and approved by two levels up in the organization and by Human Resources.

Given that salary reviews are performed on a "common review date," an employee's first merit increase as well as his or her incentive compensation is prorated based on his or her start date. A performance review does not guarantee an increase in salary.

Increases are prorated to reflect the amount of time the employee was away from work, including leaves of absence.

DISCIPLINARY PROCESS

Employees are expected to meet certain standards of work performance and conduct. These include, but are not limited to, those outlined in this handbook as well as in the employee's job description. Employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct through the disciplinary process. The nature of the discipline used, up to and including immediate termination of employment will depend upon the conduct of the employee and the relevant circumstances. It is not a guarantee of continued employment when an employee is placed on an improvement plan as part of the disciplinary process. Employees are expected to meet their performance expectations daily.

WORKPLACE CONDUCT POLICIES

STANDARDS OF CONDUCT

In an effort to provide our employees with comfortable and safe working conditions, we maintain standards of professional behavior that all employees must follow. Although there is no way to identify every possible example of prohibited conduct, the following is a **partial** list of infractions that may result in disciplinary action, up to and including termination of employment.

- Perpetrating fraud against us or our customers, business associates, or clients
- Theft, misappropriation, unauthorized possession, use of or removal of our property by others
- Carrying weapons or explosives, or violating any criminal law while on our property or on company business
- Fighting or otherwise threatening, intimidating, coercing, or interfering with managers, co-workers, or guests
- Using profane, obscene, or abusive language while on our property or on company business
- Sleeping during working hours
- Gambling or other immoral or disorderly conduct while on our property or on company business
- A pattern of chronic or excessive absenteeism, tardiness, leaving work early, or any other violation of our attendance policy
- Failure to properly notify your manager about an absence
- Failure to satisfactorily perform your job
- Intentional abuse or destruction of our property
- Negligent use or care of our property
- Violation of any safety rule, policy, practice, or procedure
- Violation of any policy in this handbook
- Performing your job in a manner that may cause injury to a person or damage a property, machinery, equipment, supplies, or the business reputation of us or our associates
- False, fraudulent, misleading, or harmful statements or omissions concerning another employee or our students, parents, associates, or any statement that is harmful or disloyal to our company
- Insubordination or refusal to comply with instructions, or failure to perform reasonable duties
- Dishonesty or providing false information to your manager or to us
- Conduct that, in our sole opinion, reflects adversely on you or our company
- Other acts that, in the opinion of management, warrant disciplinary action

RESPECT FOR OTHERS

We expect our employees to treat each other with respect and consideration. Lack of respect can be shown through words, conduct, acts or demeanor. Some examples of lack of respect towards other employees include snide remarks, inappropriate jokes, or offensive comments. The above examples by no means describe all types of disrespectful behavior. As a general rule, behaviors that affect another employee's ability to work depart from our standard for respect.

LANGUAGE IN THE WORKPLACE

The use of obscenity, profanity, sexual innuendoes, coarse language or language that could be perceived as offensive in the workplace is highly unprofessional and unacceptable. If it persists, it can create a hostile workplace environment and may amount to a form of harassment. All employees are cautioned to avoid such language. Persons improperly subjected to such offensive language should report the incident, using the procedure outlined in the Preventing Workplace Harassment policy.

PROFESSIONAL ETHICAL STANDARDS

Employees must maintain high standards of personal, professional, and business conduct and behavior and realize that they have a moral responsibility to act in a professional manner not only to professional associates and fellow employees, but to customers, students and parents.

Employees must display the highest integrity and the best judgment and ethics, and use their professional skills to the best interests of all. Employees must use only legal and ethical means when seeking to influence governmental legislation or regulations. Lastly, employees must aid in the professional development of those who enter the educational services profession by assisting them to understand the functions, duties, and responsibilities of the profession; and, endeavor at all times to improve our company.

REPORTING UNETHICAL BEHAVIOR

Our ongoing success depends on maintaining high ethical standards of conduct. To reinforce our commitment to the highest standards of ethics, we have made available the Connections Education Ethics Hotline. The Ethics Hotline is a phone and web-based communications tool that offers employees a confidential way to raise a concern or report suspected unethical, unprofessional, illegal, or fraudulent activity by others associated with the company or school. The hotline number is 877-892-4063 and the confidential web address is www.connectionsacademy.alertline.com.

What types of incidents should be reported?

We encourage employees to report situations or events that could potentially harm students, schools, employees, or the organization. Examples include violations related to:

- Compliance with regulations
- Conflicts of interest
- Accounting & auditing practices
- Gifts & bribes
- Disclosure of confidential information
- Privacy of student records
- Theft
- Copyright laws and software piracy

- Misuse of resources or funds
- Intellectual property infringement
- Falsification of information
- Threats and physical violence
- Discrimination
- Harassment
- Retaliation

Who should use the Ethics Hotline?

Any employee who has information about possible criminal activities, ethical violations, or other work-related incidents should use the Ethics Hotline. **An employee's first option is to report suspicions to a member of management or Human Resources**. If you're uncomfortable with the direct approach, use the Ethics Hotline.

How it works

Concerns reported to the Ethics Hotline are received by an independent third-party communication specialist who will then report the information anonymously to our Human Resources department. At no point will the identity of the individual reporting the concern be revealed without his/her consent. Any employee who, in good faith, raises a concern or reports misconduct is doing the right thing and will not be subject to discipline or retaliation just for reporting a concern. If the investigation of a concern reported through the Ethics Hotline reveals that the initial report was done in a malicious or intentionally improper manner, then the person will be deemed to waive their right to anonymity and be subject to disciplinary action.

You are the key to an ethical workplace

While the Ethics Hotline is an ongoing program for concerned employees; we encourage direct communication between you, your coworkers, and your supervisor or another member of management. When you prefer to remain anonymous, call the Ethics Hotline anytime, 24 hours a day, seven days a week.

CONFLICTS OF INTEREST

You are prohibited from engaging in any activities that conflict with our interests or have the appearance of doing so. A conflict of interest, or the appearance thereof, may occur when your interest in, association with, and/or employment by one of our competitors, suppliers of goods or services, or customers/students is such that your ability to act in the best interests of the company may be called into question.

If you are concerned that you may be engaging in a conflict of interest, or if you believe that another employee has engaged in such conduct, please discuss the matter with your manager and/or Human Resources.

Conduct that may constitute a conflict of interest includes, but is not limited to:

- Directly or indirectly borrowing from, lending to, investing in or engaging in any substantial financial transaction with an existing potential customer/student, client, or supplier;
- Performing outside work for another entity while working for a Connections Education-affiliated school or program;
- Transmitting confidential information to a customer/student, vendor, competitor, or other individual who is not an employee and who does not have authorization to receive it; and
- Using our facilities, equipment, labor, or supplies to conduct outside activities
- Having an intimate relationship with any student, parent of a student, or customer, except when such individual is a member of your family or when you have no work responsibilities associated with the individual and the relationship is not prohibited by law or regulation, such as a relationship with an under-age student

GIFTS

Employees are to avoid any conduct that gives rise to a conflict of interest or even the appearance of a conflict of interest. Accordingly, employees may not accept cash or favors arising as a result of their employment, and may not accept gifts with a value over \$50.00 (excluding paid meals). In the absence of a known valuation, employees should contact Human Resources concerning any gift that has a reasonable expectation of a valuation over \$50.00 to determine if the gift may be accepted.

AUTHORIZATIONS AND APPROVALS

Under no circumstances is an employee, other than those who have purchasing responsibility authorized in writing, to commit to any purchase or agreement that financially obligates us. Should you have a requirement to procure goods and services, you must obtain the appropriate authorizations from your manager in accordance with the school or company's fiscal policies. Failure to obtain the proper authorizations/approvals will result in disciplinary action and/or a requirement that the individual accept personal responsibility for an obligation wrongfully made in our name.

SOLICITATION AND DISTRIBUTION

We prohibit the soliciting by employees and the distributing of non-business material in work areas and during work hours. Bulletin boards, internal directories, interoffice mail, e-mail, and other company resources are to be used only for business purposes unless otherwise designated for this purpose.

Employees may not solicit or distribute ANY information in work areas on behalf of a business, club, school, society, religious group, nonprofit organization, or a political party during working time or during the working time of the employee(s) to whom such activity is directed.

As long as the activity is not disruptive, employees may distribute information about nonprofit fundraising efforts or distribute small items, such as cookies or candy for sale, if the proceeds will be received by a nonprofit organization. The

decision for what activities to permit will be determined by the manager for the employee's location. Requests to conduct fundraising activities must be approved by the location manager in advance.

We reserve the right to sponsor certain nonprofit fundraising events. However, employees will not be required to participate.

APPEARANCE AND DRESS

We strive to provide a work environment that is both professional and comfortable for our employees. We do not want to implement detailed guidelines in order to preserve flexibility and accommodate differences in style preference and taste. However, each employee's dress, grooming, and personal hygiene should be appropriate to the workplace environment in accordance with guidelines set forth by the manager. In general, employees are expected to dress in a manner and present themselves in a manner that is acceptable in a business setting.

Use good judgment when selecting casual business attire. When meeting with families/students and/or external parties or when visitors are expected in the workplace, employees should dress in accordance with the expectations of those individuals. Employees who are dressed inappropriately may be asked to return home to select suitable attire. If employees have any questions concerning the dress code, they should speak with their immediate manager or Human Resources.

EMPLOYEE CONDUCT WHILE DRIVING

If you operate your own vehicle in performing your job, you will be considered completely responsible for any accidents, fines, or traffic violations incurred. While driving your own vehicle or a rental vehicle for school or company business, your personal automobile insurance will be considered primary with any company-provided coverage secondary.

Employees who are driving on business are expected to conduct themselves in a safe and legal manner, obeying posted speed limits and avoiding distractions while driving.

SOCIAL MEDIA POLICY

We believe in utilizing social media sites to foster online collaboration and share what we do, but we expect our employees to do so responsibly. As these online communication platforms continue to evolve, so will our policies. We want employees to speak freely, but also responsibly. This policy is focused on social media activities in or outside of work that could affect work performance, the performance of other employees, our business interests, or the school's interests. The policy provides standards for employees who choose to contribute to blogs, wikis, social networks (Facebook, MySpace, Twitter), virtual worlds, user-generated audio and video (YouTube), or other social media. Remember that our rules of conduct apply to online activities.

We discourage teachers from sharing personal information with students through social networking sites. It is not appropriate for teachers to deviate from their professional role with students at any time. If teachers choose to interact with students through social networking sites, they are to use filters and other mechanisms to preserve the professional nature of the student-teacher relationship. While such precautions might limit a student's access to your personal information, you may still have access to the personal information of a student. In such a case, you must be aware of the fact that information you learn about students through these networking sites may trigger your duty under applicable law to report suspected abuse, neglect or other conduct to the authorities. This policy shall not be construed or applied to interfere with section seven of the National Labor Relations Act.

PARTICIPATION IN SOCIAL MEDIA SITES

1. Write about what you know. Ensure that statements you make are accurate and factual. Be exciting and creative when talking about your company or school, but don't exaggerate or guess. If someone asks you a question you don't know the answer to, forward it to an expert within the company.

- 2. Present yourself well. Anything you post will be published to the world. Assume that your colleagues, your supervisor, your school's students and their parents will read it. Keep that in mind as you post and present yourself in a way that you would in the office. Be sure that the image you portray is consistent with the work you do. Social media sites tend to blur the lines between personal and professional lives, and public and private information. Be aware of that and communicate accordingly.
- 3. Restrict access if appropriate. Because boundaries can be blurred, everyone potentially has access to your information. Many social sites have privacy settings. Think about using them. You may not want your work contacts to be able to see your vacation pictures from Cancun.
- 4. Present your school and company well. Just by identifying yourself as an employee, you are creating perceptions about the company and our schools. Make sure that content associated with your company and school is consistent with its values and standards of conduct.
- 5. Respect your audience. It is fine to have a healthy debate, but don't disparage others (including our competitors). Carry our customer service model through to your social media content. Outside parties CAN pursue legal action against you personally for content you post.
- 6. Correct mistakes. If you made a mistake, go back and correct it. Just make sure you indicate that you have done so before modifying postings.
- 7. Identify yourself appropriately. Don't misrepresent who you are if you're commenting about your school or company, let others know your role and status. Make it clear that you are speaking for yourself and not on behalf of your school or company. Only employees that have been officially designated by your school or company have the authority to speak on behalf of the school or company.

PROHIBITED ACTIVITIES ON SOCIAL MEDIA SITES

- 1. Do not violate your confidentiality and non-disclosure agreement. Follow our official policies on protecting your school and our proprietary and confidential information. Some things that you absolutely can't disclose on social media sites include company financial information, trade secrets, customer information and confidential information about students. View the official policy for more details.
- 2. Do not violate copyright or fair use laws. It is extremely important that you respect the laws governing copyright and fair use of copyrighted material owned by the school or company or others, for our protection as well as your own.
- 3. Never conduct school or company business on a social media site. Our internal EMS and communication tools are the appropriate venues for work-related activities. All contacts with students or parents should occur on and be tracked using the school's communication tools, not social media sites.
- 4. Don't disrupt the learning environment. Teachers and school administrators should maintain a supervisory, professional, and respectful relationship with students.
- 5. Don't publish information about students.
- 6. Don't publish personally identifiable information, including photos, about your colleagues without their consent.
- 7. Don't let social media interfere with your work performance.
- 8. Know your obligations. If you are a school employee or you interact with students, it is your responsibility to understand and be familiar with the reporting requirements for such things as child abuse and neglect, consistent with the laws of the state in which you work and our policy.

SUBSTANCE ABUSE

We are committed to maintaining a safe, healthy, and efficient working environment for our employees and the customers that we serve. Therefore, we require a drug-free workplace. Employees are strictly prohibited from misusing controlled substances, intoxicants, inhalants, alcohol and prescription drugs, or purchasing, selling, manufacturing, distributing, possessing, or working under the influence of illegal substances. Employees are also prohibited from consuming alcohol in the presence of any students or families enrolled in a company-affiliated school or attending a company function.

Employees who take over-the-counter or prescribed medication are responsible for being aware of any adverse effect the medication may have on the performance of their duties, and must promptly report to their manager if the use of the medication might impair their ability to perform the job safely and/or effectively. Depending on the circumstances, employees may be reassigned, forbidden to perform certain tasks, or even prohibited from working if they are judged unable to perform their jobs safely and/or properly while taking prescribed medication. It is a violation of this policy for any employee to take over-the-counter or prescribed medication contrary to its proper use.

Employees may not use our property and equipment, use a company vehicle, or use their own personal vehicle or rented vehicle in the performance of their job responsibilities while under the influence of illegal drugs, intoxicants, inhalants, or quantities of alcohol above legal limits.

Contact your manager if you are aware of illegal activity at your workplace. You are required to cooperate fully with Human Resources if you are involved in substance abuse investigations. Employees who are referred for treatment and do not remain drug/alcohol free, and/or perform unsatisfactorily on the job, may be subject to termination.

DEFINITION OF "CONTROLLED DANGEROUS SUBSTANCE"

"Controlled dangerous substance," as used in this policy, has the same meaning as the term "controlled substance" in the Controlled Substances Act (29 U.S.C. 802), and includes (1) any substance that has not been legally prescribed to the employee by a properly licensed physician, and (2) any substance that is legally obtainable, but has not been legally obtained or is not being used in the prescribed dosage for prescribed purposes. This policy **does not** prohibit you from taking prescribed medication under the direction of a physician, provided that the prescribed medication does not impair your performance or threaten your safety, security and/or property, or that of us and/or your co-workers. The use of prescribed medication in a manner that is inconsistent with the directions of a physician is not exempt from our general prohibitions on substance abuse.

SEARCHES

We reserve the right to carry out searches of employees and their property, including desks, work areas, files, lockers, bags, or other personal belongings (including vehicles), while at any of our workplaces or work-related areas, if there is a valid reason for such a search.

DRUG AND ALCOHOL TESTING

Under this drug and alcohol policy, we may, at our discretion, require pre-employment testing, reasonable cause testing, post-accident testing, unannounced random testing, and follow-up testing.

- **Pre-Employment Testing**: We may require all candidates for employment to submit to drug testing as a condition of any offer of employment. Positive test results for any controlled substance as defined in this policy will be considered in making final employment decisions.
- Reasonable Suspicion Testing: We may require any employee to submit to a drug and/or alcohol test whenever
 we reasonably believe from the facts and circumstances, including the employee's appearance, conduct, speech
 or body odors, that the employee may be under the influence of a controlled substance or alcohol, or otherwise
 may have violated any aspect of this policy; federal, state or local law; or federal regulations.
- **Post-Accident Testing**: We may require any employee to submit to a drug and/or alcohol test whenever the employee is involved in, or has contributed to, a work-related incident that involves or could have involved injury to any person or damage to property. Tests will be performed within two (2) hours of the accident or as soon thereafter as practicable following the accident. An employee who is seriously injured and cannot provide a specimen at the same time of the accident shall provide the necessary authorization for obtaining hospital reports and/or other documents that would indicate whether there were any controlled substances or alcohol in his or her system.
- Unannounced Random Testing: We may perform unannounced randomly selected drug testing. Once notified, the employee must report to the testing site immediately. The random selection process will be such that every covered employee has a substantially equal chance of being selected for testing each time, regardless of

- whether or not he or she previously has been subject to testing. Human Resources may limit the random selection pool to only those employees in certain positions.
- **Follow-up Screening:** If the employee in the course of employment enters an employee assistance program for drug or alcohol-related problems or a drug or alcohol rehabilitation program, we may require the employee to submit to follow-up testing.

EMPLOYEE ASSISTANCE AND REHABILITATION

We encourage any employee with a drug or alcohol abuse problem to seek treatment voluntarily. In the case of a positive drug or alcohol test result or a violation of this policy, we reserve the right to determine whether to allow the employee an opportunity to be placed in or enter into a rehabilitation program agreement as an alternative to termination.

No employee will be subject to disciplinary action solely for acknowledging a drug or alcohol problem and seeking treatment for the problem. However, in order to take advantage of that protection, employees must come forward and seek treatment before they have been asked to take a drug or alcohol test, or otherwise been suspected of having or found to have violated any aspect of this Policy.

Under the rehabilitation program and agreement, the employee will, among other things, be required to successfully complete an alcohol/drug treatment program before returning to work. The employee must apprise Human Resources of his or her condition while undergoing rehabilitation, as well as provide written verification of attendance at treatment sessions. Upon returning to work, the employee's performance must remain at an acceptable level, including attendance and punctuality.

CONFIDENTIALITY

The results of any drug or alcohol test conducted pursuant to this Policy shall be kept confidential to the extent possible. Test results shall not be disclosed to any other employees or any other persons, except to persons to whom disclosure is necessary, to defend against any legal action brought by the tested employee or candidate for employment against us, or to any government contractor or as otherwise required by law or regulation.

EMPLOYEES WHO WORK WITH CHILDREN

It is our policy to ensure the safety and well-being of all children participating in activities sponsored by us, and to report suspected cases of child abuse and neglect consistent with the requirements of state law. We will not knowingly place an employee in a position that causes him or her to come into contact with children where the employee has been accused and/or convicted of crimes against children, child abuse, or child neglect. We ensure that individuals who come into contact with children have passed appropriate background screening measures.

LEARNING ENVIRONMENT

A teacher or school administrator should not disrupt the learning environment of any of our students. Teachers and school administrators should maintain a supervisory, professional, and respectful relationship with students.

AWARENESS OF POSSIBLE ABUSE/NEGLECT

All individuals participating in activities affiliated with us that include children are responsible for being alert to possible abuse or neglect. We provide training to employees who interact with children on Child Abuse and Neglect, which includes guidelines for identifying and procedures for reporting any suspected child abuse or neglect, and employees must comply with the procedures established in this training.

NON-FRATERNIZATION POLICY

School employees are strictly prohibited from engaging in personal relationships with students that are outside the scope of a professional adult/student relationship or, which may give the appearance of being outside the scope of a

professional adult/student relationship. Employees who violate this policy may be subject to reporting to law enforcement authorities if the conduct is believed to constitute a crime under state or federal law. In addition, the parents of the student involved will be notified of the student's involvement and the actions taken.

ACTIONS IN THE PRESENCE OF CHILDREN AND FAMILIES

The following are prohibited actions in the presence of students or families:

- Smoking or using tobacco products
- Consuming alcohol
- Using profanity, inappropriate language, or language that could be perceived as offensive by others

PREVENTING WORKPLACE HARASSMENT

We unequivocally prohibit the sexual harassment of our employees. Sexual harassment is illegal, and will not be tolerated at any level. This policy applies to sexual harassment of any employee by another employee, by a supervisor or manager, or by any other individual with whom an employee interacts in the course of his or her employment, including but not limited to customers, clients, vendors, suppliers, contractors, or other similar individuals.

Further, no employee will be punished or treated unfavorably because he or she refuses to submit to or participate in sexual harassment, and no employee will be rewarded or treated favorably because he or she submits to or participates in such conduct.

DEFINITION

Sexual harassment is defined as any unwelcome or unwanted conduct of a sexual nature, whether verbal, nonverbal, or physical, where:

- It is expressed or implied that an employee's submission to or refusal of the conduct will have any effect on his or her employment, job assignment, wages, evaluation, promotion, training, future job opportunities, or other terms or condition of employment, or where such submission or refusal is used as a factor in decisions relating to the person's employment; or
- The conduct substantially interferes with an individual's employment by creating an intimidating, hostile, or offensive work environment.

Some examples of sexually harassing conduct include, but are not limited to, the following:

- Unwanted sexual advances, or requests or demands for sexual favors or sexual acts;
- Verbal or physical conduct of a sexual nature that is not welcomed by another employee, such as repeated sexual flirtation, advances, innuendo, propositions, gestures, jokes, or mockery;
- The display or distribution of sexually-oriented objects, pictures, or literature, including illustrations, drawings or cartoons, including materials downloaded from computer systems via the internet, electronic mail, or other sources; or
- Any uninvited and unwelcome physical contact.

This policy applies in the workplace and in any other work-related settings, such as business trips, sales meetings, conventions, or business-related social events: we expect employees to conduct themselves in a professional manner in the workplace and at any other time they are representing us. Such conduct is essential to promote quality work, and to ensure a work environment free of discrimination. Physical conduct of a sexual nature, even if welcomed by another employee, is prohibited in the workplace, or in any work-related setting.

SANCTIONS

Any employee, supervisor, or manager, at any level, who violates this policy, will be subject to discipline up to and including termination of employment.

COMPLAINT PROCEDURE

We encourage employees who believe they are being sexually harassed to initially, where possible, inform the offender that his or her behavior is unwelcome, and ask the individual to stop the conduct. In addition, however, we encourage any employees who believe that they are being sexually harassed or have been harassed to report the harassing conduct to Human Resources. In this way, we will be able to take action to stop the harassment before it becomes severe or pervasive.

If an employee believes that he or she is being or has been sexually harassed, he or she should report the matter to Human Resources.

All complaints of sexual harassment will be kept confidential to the extent reasonable and possible under the circumstances, and will be investigated promptly, thoroughly, and impartially.

If an investigation substantiates allegations of sexual harassment, we will take immediate and appropriate corrective action that is designed to address, stop, and remedy the harassment, and to ensure that the harassment does not recur.

Any manager or supervisor who becomes aware of allegations of sexual harassment must bring the allegations to the attention of Human Resources.

PROTECTION AGAINST RETALIATION

We prohibit any form of retaliation against an individual who makes a bona fide complaint of sexual harassment, for assisting in a complaint investigation, for providing information in a complaint investigation, or for making any determination necessary under this Policy. Retaliation is a serious violation of this Policy, and any individual found to have retaliated against another person in violation of this Policy will be subject to discipline, up to and including termination of employment.

FALSE ACCUSATIONS OF MISCONDUCT

False and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are brought in good faith, will result in appropriate discipline, up to and including discharge.

AUTHORITY AND RESPONSIBILITY

If a supervisor or manager learns that an employee is suffering potentially harassing behavior, the supervisor or manager must act promptly to ensure that the harassing behavior is investigated, and if necessary, promptly stopped. All supervisors and managers are responsible for preventing employees from being subjected to harassment, and for reporting any complaint or incident of harassment to Human Resources immediately and at the very least within 24 hours using the procedures outlined above. If an incident is not reported, but a manager is aware of potential harassment, this must also be reported immediately and at the very least within 24 hours to Human Resources.

As a supervisor, you must immediately report any allegations of harassment that you learn of, even if the allegations are against you.

Once a supervisor learns of potentially harassing behavior, we have a legal duty to take prompt and effective action. This duty remains even if the complaining employee asks the supervisor to keep the matter confidential and to do nothing, especially if the alleged harassment is severe, ongoing, or potentially harmful to others.

Supervisors cannot promise to maintain complete confidentiality. Instead, supervisors must ensure that the potentially harassing behavior is reported to the appropriate officials as soon as possible. If the employee does not want to report the issue him or herself, the supervisor must do so.

Supervisors should address the employee's concerns and assure him or her that, while the supervisor cannot promise complete confidentiality, the matter will be kept as private as possible and that the employee will be protected from retaliation.

Supervisors should follow up with the employee periodically during the investigative process, as well as after the investigation has been completed, to ensure that he or she is not experiencing retaliation or further harassment.

WHISTLEBLOWER POLICY

A whistleblower as defined by this policy is an employee who reports an activity that he/she considers to be illegal or dishonest to one or more managers of the employer. Examples of illegal or dishonest activities are violations of federal, state or local laws; billing for services not performed or for goods not delivered; and other fraudulent financial reporting.

If an employee has knowledge of or a concern of illegal or dishonest fraudulent activity, the employee is to contact his/her immediate supervisor and Human Resources. An employee who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination.

The confidentiality of the whistleblower will be maintained to the extent that is reasonable. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. We prohibit retaliation against a whistleblower.

NON-RETALIATION

No employee will be retaliated against for reporting in good faith potential violations of any policy, or for filing, testifying, assisting with, or participating in any investigation, proceeding, or hearing conducted by the company or by a federal or state enforcement agency. Prohibited retaliation includes, but is not limited to, demotion, suspension, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions, or otherwise denying an employment benefit.

Any individual who retaliates or attempts to retaliate will be subject to appropriate disciplinary action, up to and including termination of employment. If you feel that you have been retaliated against you should report this in writing to Human Resources.

It should be noted that frivolous complaints that have no merit upon investigation or which are made in clear and direct response to disciplinary actions against an employee with documented performance issues or policy violations will not protect the employee against further disciplinary action up to and including termination. However, such actions must clearly be directly related to the employee's own documented performance issues or policy violations.

ISSUE RESOLUTION PROCESS

We encourage open and direct lines of communication between employees at all levels of the organization. We respect the intelligence of our employees and their ability to speak for themselves. It benefits everyone when employees feel free to bring questions, suggestions and concerns directly to their managers. Examples of issues that should be handled through this resolution process include: concerns about the application of school policies and procedures within the school to school staff, parents and students; concerns about personnel decisions directly involving an individual or decisions affecting other individuals at the school; work conditions; questions about the competence and overall fitness of a colleague or a supervisor; and regulatory compliance.

Employees should follow the resolution process detailed below. Employees should always contact Human Resources immediately to deal with issues of discrimination or harassment as described in the Preventing Workplace Harassment policy of this handbook.

STEPS IN THE PROCESS

- 1. If the issue does not involve a violation of school policy or an ethical or regulatory requirement, meet with at least two levels of management. An employee must, in good faith, make every attempt to resolve the issue with his or her immediate manager and, if that is not successful, then with his or her next level manager. Fear of retaliation is not a legitimate reason to skip this step. If the issue does involve a violation of school policy or an ethical or regulatory requirement, then the employee should proceed directly to step 2.
- 2. Put the Issue in Writing. If the immediate manager or the next level manager cannot resolve the issue, or if the issue involves a violation of school policy or an ethical or regulatory requirement, put the issue in writing. It is important to describe the issue, the desired result, and your proposed solution to the issue. This step should occur as soon as possible and in no event more than twenty (20) business days after the occurrence of the problem.
- 3. If the issue relates to a personnel matter or work condition, contact Human Resources. After an employee fully describes the issue in writing, Human Resources will help them and their manager consider how policies, procedures, and practices relate for the issue. Often, the policies in this handbook will dictate a resolution to the issue. If the issue involves a school policy or an ethical or regulatory requirement, contact a member of the school management team. Human Resources can provide you with the name of the appropriate contact or you can ask them to contact the appropriate individual on your behalf.
- 4. If your issue is not resolved by either Human Resources or School Services, you can request that your matter be presented to your school's governing body (if applicable) for final consideration or you can contact them directly. The contact information for your school's governing body is located on your school's web site.

CONFIDENTIAL RECORDS – ACCESS, RETENTION, AND DISCLOSURE POLICIES

HANDLING CONFIDENTIAL INFORMATION

PERSONALLY IDENTIFIABLE INFORMATION

We must all comply with the Family Educational Rights and Privacy Act (FERPA) in our handling of student data (see discussion below). We also must protect personally identifiable information, especially social security and financial account numbers, under state and federal privacy laws. The failure to comply with these requirements may result in legal liability to Connections Education or to Connections Academy schools. Furthermore, the confidence of our customers, regulators and our students and their families depends upon our carrying out these responsibilities in full.

The hard drives on all laptops issued by Connections to employees or school staff will have encryption and there will be a process implemented for users to swap existing laptops for ones with encrypted hard drives.

As a user of Connexus or other Connections Education information or systems, you must comply with the following:

- NEVER store personally identifiable information that includes social security or financial account numbers locally on a laptop or other removable media such as USB and flash drives <u>unless</u> the data is encrypted and password protected. Note that viewing a Data View export in Connexus creates a file which is automatically saved in the local temporary folder on the download machine. So you should only view Data View export files when connected to the company network through Citrix, or for those whose access is not through Citrix, use must be temporary and be followed by prompt deletion, as specified in the next bullet.
- To the extent that student information that doesn't include a social security or financial account number must, for legitimate business reasons, be temporarily saved on a computer that does not have an encrypted hard drive, this information must be permanently deleted by deleting the file(s) and then emptying the Recycle Bin (or your system's equivalent) from the computer immediately after use.
- NEVER send emails that contain personally identifiable information that includes social security or financial
 account numbers. If you are required by any regulatory authority or vendor to transmit a file that contains this
 kind of information, you must contact the Connections MIS helpdesk and request assistance to appropriately
 encrypt or otherwise store the file according to their instructions.
- Laptops and other electronic devices such as smartphones that receive company/school emails <u>must</u> be
 password protected in case the device is lost or stolen. If you have to temporarily leave a portable electronic
 device in a vehicle, lock it in the trunk.
- Any failure to comply with the above requirements will be considered a serious breach of responsibility and may
 be grounds for termination of employment for all Connections employees or other actions as provided for by
 school employment rules, including discontinuing access to Connexus or to the Connections network.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Employees are subject to the requirements of the Family Educational Rights and Privacy Act (FERPA). The current policy is located on the Virtual Library (Home > Employee Resources > Legal Resources (FERPA, consultants, IP) > Family Educational Rights and Privacy Act (FERPA)).

Employees are responsible for reviewing the requirements and only disclosing any student information if specifically required by regulation and when such disclosure is permitted by FERPA. Employees are never permitted to remove any FERPA-protected information from school property in print or electronic form except for legally permitted purposes and when specifically authorized by a manager. Note that if student records that do not include a social security number must, for legitimate business reasons, be temporarily saved on a computer that does not have an encrypted hard drive, this information must be permanently deleted – by deleting the file(s) and then emptying the Recycle Bin (or your system's equivalent) from the computer immediately after use.

CONFIDENTIAL AND PROPRIETARY INFORMATION

Employees are responsible for limiting disclosures of confidential and proprietary information to those individuals who need to know the information in order to perform their job responsibilities for the benefit the company. Confidential information should not be disclosed to non-employees except pursuant to a Non-disclosure Agreement approved by the Legal Department.

Employees must conspicuously label confidential information with the applicable classification notice (e.g., Connections Education Confidential"). In addition, all confidential information must be safeguarded and kept secure and disposed of in a secure manner (subject to records retention requirements).

Employees should not accept information or other materials from a customer, business partner, contractor, vendor or other non-employee that may be trade secret information obtained, or provided without the owner's consent. Unauthorized use of third party confidential information can contaminate the company's work, limiting the company's ability to sell its products and services that include unlicensed information. Any authorized use of third party confidential information must be in compliance with the applicable Non-disclosure Agreement.

INTELLECTUAL PROPERTY POLICY

Intellectual Property is defined as an intangible creation of the human mind, expressed or translated into tangible form that is assigned certain rights of property such as inventions (patents), literary and artistic works (copyrighted works), and symbols, names, images, and designs used in commerce (trademarks). We are committed to the enforcement and protection of intellectual property rights as both a legal and an ethical imperative. We expect all employees to adhere to the United States ("U.S.") copyright and trademark laws and to be mindful of the limited rights conferred by licenses and permissions granted by third parties. We also expect all employees to take appropriate steps to protect the rights of the company in its trademarks and works of authorship developed for or on behalf of the company and to timely notify the company of any potentially patentable inventions.

USING COPYRIGHTED AND TRADEMARKED MATERIALS

Employees must assure that work product they are involved in developing is original and doesn't include material owned by third parties unless covered by a license agreement approved by the Legal department. Employees must also assure that they do not use trademarks owned by third parties for commercial purposes without the consent of the owner of the trademark. To learn more about what is acceptable, employees should refer to the Copyright and Trademark Compliance Policy and Guidelines, which is located on the Virtual Library (Home>Employee Resources>Legal Resources (FERPA, consultants, IP)>Copyright and Trademark Compliance Policy). Contact the Legal Department if there are any questions regarding usage of third party copyrighted material and trademarks.

Plagiarism: Plagiarism in the workplace occurs when an employee claims or implies original authorship or incorporates material from someone else's written or creative work, in whole or in part, whether or not there is a copyright notice, into an employee's work product without adequate acknowledgement. Plagiarism in the workplace is strictly prohibited and may also represent a violation of law, exposing the employee to criminal and/or civil prosecution.

False Information: We expect employees to exercise honesty and integrity in all aspects of employment. Employees are prohibited from providing false information to other employees, students, or customers. Employees are also required to immediately report to Human Resources if they suspect that another employee has provided false information to other employees, students, or customers. Employees are strictly prohibited from falsifying data in Connexus or any other system used for reporting to an authorizer, regulatory body or external agency. Falsification of such data may result in disciplinary action up to and including immediate termination. If an employee is aware of another employee falsifying data and fails to report the infraction, that employee may be subject to disciplinary action up to and including immediate termination.

Ownership and Rights to Materials Developed by Employees: Work product and ideas developed by corporate employees as part of their work for the company are owned by Connections Education.

Teachers are encouraged to contribute materials that they have developed during their employment for use by the broader Connections Education community. As members of the Connections Education community of learners, teachers are encouraged to collaborate with one another and share instructional resources in order to enhance professional practice and ultimately improve the academic success of the students. Materials that could be shared by the broader Connections Education community include, but are not limited to lesson plans, worksheets, problem sets, newsletters, presentations such as PowerPoints, recorded LiveLesson® presentations and resources. By providing these through the EMS or other company provided online applications or templates (e.g., software for LiveLesson® presentations and LiveLesson® templates) or communications tools (e.g., WebMail or email), teachers agree that the company has a non-exclusive license to use and modify these materials and such modified materials are company owned derivative works. Any such materials so contributed may be edited and formatted by the company and used by the company in any way it deems appropriate. In addition, where a teacher places any approved content in the EMS, any such modifications and/or content will also be company owned derivative works. The company will have the right to use such materials, modifications and/or content in any way it deems appropriate. Employees are free to retain a copy of their original (unedited) materials when they leave the company, but any company templates or third party materials used or incorporated under a company license with permission from a third party must be removed.

EXTERNAL INQUIRIES

Any employee who receives an external inquiry or a request for documents from a regulatory or legal authority or from the press; or who receives an inquiry concerning information that is not normally provided in the employee's normal course of their employment, such as an employee reference request, should refer such inquiry as follows.

- Refer all media inquiries to the Marketing Department.
- Refer all inquiries from lawyers or government agencies to the Legal Department.
- Refer all employment references requested to the Human Resources Department. We do not respond to oral requests for references. All requests must be in writing accompanied by a signed authorization.
- As an employee, do not under any circumstances respond to requests for information regarding another employee. If you receive a request for a reference, you should forward the request to the Human Resources Department for a response.

RECORDS RETENTION

We maintain a variety of records, including student, employee and corporate records. Record retention requirements and policies have been established for maintaining records. Employees must never destroy any record except in accordance with these policies. Records are not to be kept longer than the policy duration in any form unless they have received direct authorization from the Department manager or Human Resources or if they are subject to a hold notice received from the Legal Department.

The current records policies are located on the Virtual Library (Home > Employee Resources > Records Management Program).

PERSONNEL FILES

An employee's personnel file consists of physical documentation as well as electronic information stored on the Human Resources Information System. The original information in your personnel file will be kept by Human Resources. Additional copies of certain documents in your personnel file may also be kept in the school office.

An employee may request a copy of their personnel file. The request must be made in writing to the Human Resources Department and the file will be made available to the requesting employee within a reasonable amount of time. The Human Resources Department may charge a shipping or copying fee for the amount needed to fulfill the request.

ACCESS TO EMPLOYEE EXPOSURE RECORDS AND EMPLOYEE MEDICAL RECORDS

Under the Occupational Safety and Health Act ("OSHA"), employees have the right to examine and copy relevant "employee exposure records" and "employee medical records," as those terms are defined under the statute. Human Resources is responsible for maintaining these records. If you wish to access your records, please contact Human Resources.

<u>Employee Exposure Records:</u> Employee exposure records are retained for thirty (30) years. In the event that workplace monitoring is conducted, we may elect to retain the data (e.g., lab reports, worksheets, etc.) for only one year. In such cases, the sampling results and sampling plan, analytical and mathematical methods used, and a summary of the other relevant background data will be retained for at least thirty (30) years.

<u>Employee Medical Records:</u> Generally speaking, employee medical records are retained for the duration of employment plus thirty (30) years. However, this does not apply to:

- Health insurance claims records that are maintained separately from the Company's medical program and its records; or
- First aid records (not including medical histories) of one-time treatment and subsequent observation of minor injuries (e.g., scratches, cuts, burns, splinters, etc.) that (i) do not involve medical treatment, loss of consciousness, restriction of work or motion, or transfer to another job; (ii) are made on-site by a non-physician; and (iii) are maintained separately from the Company's medical program and its records.

If you work for the company for less than a year, the company may elect to provide you with these records upon the termination of your employment rather than retaining them. The OSHA regulation entitled "Access to Employee Exposure and Medical Records" is available in Human Resources. If you would like a copy of the regulation and/or its appendices, please contact Human Resources.

WORK ARRANGEMENT POLICIES

ACCOMMODATION OF DISABILITIES

We will conform to the requirements and regulations of the Americans with Disabilities Act of 1990, as amended, the Rehabilitation Act of 1973, and all applicable state and local laws including modifications made by the ADA Amendments Act of 2008. Qualified individuals with disabilities may be entitled to a reasonable accommodation in the workplace. If you believe you are such an individual, please communicate that information in writing to Human Resources. We will attempt to work with you to accommodate your needs, as well as our work requirements.

If an employee or an applicant comes to a supervisor or manager requesting a reasonable accommodation, it is the supervisor/manager's responsibility to immediately involve Human Resources in the process.

Any information regarding a disability will be kept confidential to the extent possible.

WORK-AT-HOME POLICY

Under certain circumstances, employees who would normally work out of a company office may be eligible to work at home on a full-time, part-time, or occasional basis. Specific information regarding the work-at-home arrangements offered is provided below. The decision whether to allow an employee to work at home is within the sole discretion of (i) the company, and (ii) any school that has contracted with the company to act as its human resources agent. Categories of work at home arrangements are defined in the Work at Home Classifications Policy.

This policy does not apply to employees who request to work at home as an accommodation for a disability under the Americans with Disabilities Act. For information regarding such requests, please refer to the Accommodation of Disabilities policy in this handbook.

WORK-AT-HOME GUIDELINES

- 1. <u>Work Environment</u>: Employees are required to establish an appropriate work environment within their homes, in accordance with the requirements described in this policy. Employees' residences generally must be located in the same state as their assigned work location. Exceptions must be approved in advance by Human Resources.
- 2. <u>Work Hours</u>: With the exception of adjunct teachers, employees who work at home are required to work the same "core hours" (e.g., 8:00 am 5:00 pm), the same number of hours (40 hours per week), and the same calendar days (200 teacher work days) as other employees at their assigned office location.
- 3. <u>Contact Information</u>: Employees who work at home must provide Human Resources with their home telephone numbers. Any changes in contact information must be immediately reported to Human Resources.
- 4. <u>Communication:</u> Employees who work at home are required to communicate with their Managers in a manner and frequency consistent with other employees at their assigned office location. Employees should consult with their Managers to discuss their respective expectations, as well as logistical issues that may arise.
- 5. <u>Accessibility:</u> Employees who work at home must be accessible by phone and internet within a reasonable time period during the agreed upon work schedule ("core hours"). If an employee will not be available for a period of time greater than one (1) hour during his/her core hours, the employee must notify his/her Manager, and an appropriate away message must be placed on the employee's IM.
- 6. Responding to Voice Mails
 - a. <u>Requirement</u>: Employees who work at home are required to check their work voice mailboxes at least three (3) times per day, and return calls from their Managers within three (3) hours during normal work hours.

- b. <u>Exception</u>: Adjunct teachers are required to check their work voice mailboxes at least once per day, and return calls from their Managers within twenty-four (24) hours.
- 7. <u>Responding to Instant Messages</u>: Employees who work at home are required to respond to Instant Messages within (20) minutes during normal work hours.
- 8. Off-Site Responsibilities: Employees who work at home will be given an "assigned office/hub location." This location may be an actual office, or an office location zip code or city where the employee will be expected to meet with his/her Manager. These meetings may be scheduled on a regular and/or ad hoc basis. In addition, employees must be available to conduct home visits, attend field trips and other school-related events, act as proctors for state testing, and perform other duties as assigned.
- 9. <u>Evaluation</u>: Evaluation of an employee's performance while working at home may include daily interaction by phone and email. Evaluations will be similar in content and frequency to the evaluations received by employees at the assigned office location, but with additional focus on work output and the completion of objectives, and less focus on time-based performance.
- 10. <u>Confidentiality</u>: Employees who work at home must take steps to prevent proprietary and/or confidential information regarding the company, its employees, and its clients from being stolen or otherwise accessed. Employees should use locked file cabinets, disk boxes, and desks; practice regular password maintenance; and take other steps, as appropriate. Portable Media such as flash drives, floppy disks, CDRs, etc. should not be used to store or transport confidential data under any circumstances without authorization from the MIS department. Employees must still abide by our Information System Policies. It is recommended that no confidential data be printed from the employee's residence. If confidential data is printed, it must either be i) returned to office or ii) shredded.

11. Contact with Students and Other Individuals

- a. <u>Home Telephone Numbers</u>: All work numbers should be answered professionally and by the teacher only. All work numbers should have a professional voicemail message that indicates the teacher's name and school. Families who need to contact a teacher may also request a phone call via WebMail, leave a message in the teacher's work voice mailbox, or, if the request is urgent, call the employer's toll-free number and speak with a support representative. It is the employee's responsibility to ensure the safety and security of that phone line.
- b. <u>Home Office</u>: Employees who work at home are prohibited from granting access to their home work location to students, potential students, their families or caregivers.
- 12. <u>Child / Dependent Care</u>: Working at home should not be used as a means of providing and/or replacing child / dependent care.* The purpose of the work-at-home arrangement is to facilitate job performance and meet the company's business needs. Employees working at home should not act as primary caregivers for dependents. Dependents may be present in the employee's home; however, the dependents must not require the employee's attention during normal work hours. Employees considering a work-at-home arrangement are encouraged to discuss expectations of telecommuting with family members prior to entering into such an arrangement.
 - *Adjuncts are exempt from this provision.

13. Expenses

- a. <u>Stipends</u>: Home-based employees (FT) receive a stipend to cover expenses for telephone calls. Please note that employees receiving this stipend may not obtain office supplies from the school to which they are assigned. Those supplies are intended for use by school-based employees. Employees receiving this stipend will be paid their stipend semi-monthly over 12 months. The amount of the stipend will be determined annually and communicated to employees.
- b. <u>Mail:</u> Employees who work at home may request reimbursement of costs incurred in mailing materials to their students. A receipt from the post office is required for reimbursement.
- c. <u>Travel</u>: Travel expenses are only reimbursable if the location where the employee is traveling is farther away (in miles) than the employee's assigned office location. Expenses associated with traveling to the employee's "assigned work location" for a meeting with his/her Manager are not reimbursable.
- d. <u>Home Office</u>: Employees are responsible for all <u>costs</u> and expenses associated with the setup of a home office / workspace (e.g., costs associated with remodeling, furniture, lighting, repairs, modifications,

- etc.). Repair, upgrading and/or replacement costs and liability for employee-owned equipment and furniture used during the work-at-home arrangement is the responsibility of the employee.
- e. <u>Terminating a Work-at-Home Arrangement</u>: We reserve the right to discontinue a work-at-home arrangement at any time, with or without notice, in our sole discretion. We generally will attempt to provide thirty (30) days notice before making such a change.

TECHNOLOGY

9. Computers

- a. Home-Based Employees (FT): Generally, home-based employees will be provided with a desktop computer and related equipment. Equipment supplied by us is to be used for business purposes only. Employees must take appropriate steps to protect all company-owned equipment from damage and theft. We will maintain an inventory of all equipment and/or materials that are provided to employees working at home. Such equipment will remain the property of us at all times. Upon termination of employment, employees are required to return all company-owned equipment and other property to us, unless other arrangements have been made.
- b. Other Work-at-Home Employees: Employees who work at home (i) on a short-term or occasional basis, or (ii) as Home-Based Part-time Employee (Adjunct teachers, Part-time Speech Language Pathologists (SIP PRN), and Substitute Teachers) are responsible for providing their own computers and related equipment. We are not responsible for loss, damage to or repairs of any employee-owned equipment. Employee-owned equipment must meet certain minimum requirements, as determined by our MIS Department. We reserve the right to modify equipment requirements with or without notice, in our sole discretion.
- 10. <u>Broadband Service</u>: All employees who work at home (on a full-time basis, a part-time basis, on a short-term basis, or on an occasional basis) are required to maintain broadband access to the Internet, as well as a dedicated phone line that is available during working hours.

REGULATORY COMPLIANCE / RISK MANAGEMENT

- 1. <u>Site Inspection Checklist</u>: Supervisors will generally complete at least one on-site inspection per school year, and complete the site inspection checklist in the EMS. If the guidelines for the site inspection are not met, the employee's work-at-home arrangement may be terminated. Subsequent inspections may be required on an asneeded basis.
- On-Site Inspection: Employees who work at home are required to permit an on-site review of their home office
 / workspace upon request, whether it is a scheduled or unscheduled visit, as long as it is during the employee's
 core work hours
- 3. <u>Equipment and Workspace Design</u>: Equipment and workspace design must meet all applicable standards and requirements. Upon request, we will offer assistance in setting up a workstation.
- 4. <u>Reporting Injuries</u>: Injuries sustained by an employee while working at home may be covered by our workers' compensation policy. If you are injured while working at home, you must contact your Manager and Human Resources immediately, in accordance with company procedures.
- 5. <u>Injuries to Visitors</u>: We are not responsible or liable for injuries sustained by visitors to an employee's home office or assigned office location.
- 6. <u>Tax Considerations</u>: Employees are responsible for all federal, state, and local tax obligations associated with their particular work-at-home arrangements.

WORK AT HOME CLASSIFICATIONS

HOME-BASED EMPLOYEES (FULL-TIME)

1. <u>Definition</u>: "Home-based employees (FT)" are full-time employees who work at home five (5) days per week. For recordkeeping, training, meeting and administrative purposes, home-based employees are assigned to a specific office or hub ("assigned office location").

2. Eligibility

a. <u>Applicants</u>: In certain circumstances, an individual applying for a position may be offered the option of working as a home-based employee. Such offers generally are extended to assist us in filling specific operational needs (e.g., securing an applicant who (i) is particularly well-qualified, (ii) possesses experience or expertise in a subject area that is difficult to fill, (iii) there is not sufficient space for the employee in the office, etc.).

b. Current Employees

- i. <u>Requirements</u>: Generally, employees must work on a full-time basis for at least one year, with no breaks in employment, to be eligible for home-based employment. In addition, individuals requesting a home-based arrangement must have at least a satisfactory performance rating under the performance appraisal process, and demonstrate expertise regarding our program and Education Management System.
- ii. <u>Exceptions</u>: Exceptions to these requirements may be made under certain circumstances, (e.g., to retain employees who are particularly well-qualified, possess experience or expertise in a subject area that is difficult to fill, etc.). Exceptions must be approved by Human Resources.

3. Procedure

- a. <u>Applicants</u>: When an applicant is hired as a home-based employee, the work location (home-based) will be noted in the offer letter.
- b. <u>Current Employees</u>: Requests for home-based arrangements should be directed to the employee's supervisor, who will consult with Human Resources to evaluate the suitability of such an arrangement. Factors to be considered include, but are not limited to, business needs, as well as the employee's job duties and responsibilities; prior performance; work habits; and ability to work with minimal supervision. In addition, certain grade levels, subjects, and positions may be better suited to a home-based arrangement than others.
- 4. <u>Duration</u>: Requests for home-based arrangements are reviewed on a school year by school year basis. Home-based employees who wish to work at home the following school year should inform their supervisor who will review the requirements for a home-based assignment.

SHORT-TERM WORK-AT-HOME ARRANGEMENTS

- 1. <u>Definition</u>: For the purposes of this policy, the phrase "short-term work-at-home arrangement" refers to situations in which (i) an employee is permitted to work at home for a defined period of time due to a personal need or a return from short-term disability, and (ii) the duration of the work-at-home arrangement is less than one full school year.
- 2. <u>Eligibility</u>: For employees returning from a leave of absence due to a short-term disability (i.e., maternity leave), the following eligibility requirements apply:
 - a. Employees who have been on a leave of absence due to a short-term disability will be permitted to work-at-home for up to three (3) months after the <u>date the disability began, IF the employee's performance meets the criteria</u>.
 - b. Employee must submit an authorization to return to work from a physician to Human Resources before work-at-home arrangement will be approved.
 - c. If the employee is returning from a leave of absence due to a short-term disability for maternity leave, the childcare requirement will be waived for up to three (3) months after the date the disability began.
- 3. <u>Procedure</u>: Employees who wish to work at home on a short-term basis should contact Human Resources.
- 4. <u>Duration</u>: Employees should provide Human Resources with information regarding the expected duration of their work-at-home arrangement.
- 5. <u>Terminating a Work-at-Home Arrangement</u>: We reserve the right to discontinue a work-at-home arrangement at any time, with or without notice, in our sole discretion. We generally will attempt to provide thirty (30) days notice before making such a change.

OCCASIONAL WORK-AT-HOME DAYS

- 1. <u>Definition</u>: For the purposes of this policy, the phrase "occasional work-at-home days" refers to situations in which an employee is permitted to work at home on an occasional or periodic basis, or an employee is in a "cube-sharing" arrangement where they share a workspace in an office with another employee, and alternate working from the office and working from home.
- 2. <u>Eligibility</u>: Some employees have the ability to earn work-at-home days based on their performance from the previous year. Eligibility requirements are determined at the school level.
- 3. <u>Number of Work-at-Home Days</u>: Generally, the number of work-at-home days available to an employee is determined by and dependent upon his/her performance during the prior school year. Employees may only use the number of work-at-home days allotted to them. We reserve the right to increase or decrease an employee's work-at-home days, with or without notice, in our sole discretion.
- 4. <u>Procedure</u>: Employees who wish to use a work-at-home day must obtain approval in advance from their Manager, or have a regular work-at-home schedule or cube-share arrangement that has been approved by the manager. We may, in our sole discretion, deny an employee's request to work at home on a particular day.

HOME-BASED EMPLOYEES (PART-TIME)

- 1. <u>Definition</u>: Home-based Employees (PT) are part-time employees who work at home or at an alternative location. These employees include Adjunct teachers, Part-time Speech Language Pathologists (SLP PRNs), and Substitute teachers. Adjunct teachers are required to consult with their Managers to schedule their "core hours," which will consist of a minimum of three (3) office hours per week between the hours of 9:00 am and 5:00 pm (e.g., Mondays, Wednesdays and Thursdays from 9:00 am 10:00 am, Thursdays from 2:00 pm 5:00 pm, etc.).
- 2. <u>Eligibility</u>: All adjunct teachers, SLP PRNs, and Substitute teachers enter into a work-at-home arrangement when they are hired.
- 3. <u>Procedure</u>: When a part-time employee is hired as a home-based employee, the work location (home-based) will be noted in the offer letter.
- 4. <u>Duration</u>: Adjunct teachers, SLP PRNs, and Substitute teachers are hired with the expectation that they will work at home while employed. However, we reserve the right to discontinue the arrangement at any time, with or without notice, in our sole discretion.

WORKPLACE SAFETY AND SECURITY POLICIES

WORKPLACE SAFETY

All employees must practice safety awareness by anticipating unsafe situations and reporting such conditions immediately. If a crisis or near-crisis situation arises at any work location, do not attempt to handle it on your own. Immediately consult your manager and/or Human Resources.

Practice safety around the office by not using, adjusting, or repairing machines and equipment if you are not authorized and qualified to do so. Be alert for tripping or slipping hazards. Keep walking areas clear of carts, boxes and other obstacles. Know the locations, contents and use of first-aid kits. If there is a medical emergency, call 911. Be familiar with our emergency action plans and report all injuries, illnesses, and accidents that are sustained while performing company-related work or while on our property to your manager immediately, no matter how minor. If you are in a position where you operate machinery or equipment that requires specific training or certification, you must possess the appropriate certification or have completed the appropriate training.

SECURITY

We will not be liable for the loss, theft, or damage of any personal property brought onto our premises, or for fire, theft, damage, or personal injury involving employee automobiles, their contents, or occupants. We reserve the right to inspect and search all areas of our premises at any time without notice and to question individuals on our premises concerning safety and/or security matters.

Security inspections, searches and investigations can include, without limitation, examining offices, computers, CDs, disks, files, file cabinets, desks, closets, storage areas, restrooms, and all other areas of our facilities and premises as well as the person, vehicles, purses, packages, parcels, and other containers of individuals entering, leaving, or located on company property. We may conduct these investigations, inspections, and searches to detect illegal or unauthorized drugs and drug paraphernalia, alcohol, weapons, removal of company property, or for other reasons at our discretion. For these reasons, we keep duplicates of all keys issued to employees.

We reserve the right to access and inspect any personal computer or related device if such equipment is used to conduct company business. This right is limited to the work-related information that may be contained on these devices. Please note that in no case should work-related electronic content be stored on personal computers at home except when an employee is specifically assigned to work at home and to use personal equipment.

Your assistance with our efforts to provide for security—including your authorization to conduct security inspections or cooperation with company security inspections—is expected as a condition of your continued employment and is greatly appreciated. We reserve the right to occasionally review "swipe" records at buildings where key cards are used for access as well as question employees about office entry at abnormal hours.

WORKPLACE VIOLENCE PREVENTION

We do not tolerate acts of workplace violence committed by or against employees, business associates, or customers. We prohibit employees from making threats or engaging in violent acts.

PROHIBITED CONDUCT

Prohibited conduct includes, but is not limited to:

- Injuring another person physically;
- Engaging in behavior that creates a reasonable fear of injury in another person;

- Engaging in behavior that subjects another individual to extreme emotional distress;
- Possessing, brandishing, or using a weapon while on our premises or engaged in company business;
- Damaging property intentionally; and
- Threatening to injure an individual or damage property

We will seek the prosecution of all those who engage in violence on our premises or against our employees while they are engaged in company business.

EMPLOYEE GUIDELINES AND PROCEDURES

General Security Practices

- Never hesitate to call 911 if confronted with a potentially violent situation. It is better to have called 911 unnecessarily than not to have the police available when a threatening situation turns violent.
- Never attempt to physically restrain or physically remove a threatening or violent individual by yourself. Doing so puts you in danger and leaves you and us vulnerable to possible lawsuits.
- Always report violent, threatening, or harassing behavior to your manager and Operations. Alert your manager or Operations to the presence of strangers in your work area or the presence of any suspicious packages.

OUTSIDE THREATS

If you are the recipient of a threat against the company, our facilities or employees including you, you are required to report such incident immediately. Please use the following guidelines for dealing with threats.

THREAT OVER THE PHONE

If you receive a threatening call, send an instant message to your Manager or Human Resources immediately noting that the caller is on the phone and that a threat is being made. Note the caller's phone number from your phone's caller ID.

THREATENING E-MAIL

If you receive a threatening e-mail, immediately forward the e-mail to your Manager and Human Resources.

MAIL THREAT

If a threat is received through the mail, notify your Manager and Human Resources immediately. Save the letter and the envelope, and, if possible, do not handle suspicious packages. If you find a suspicious item (package, box, briefcase, etc.) that does not belong in your area, immediately notify Operations.

IN-PERSON THREAT

Please call 911 immediately.

PROPERTY, EQUIPMENT, AND INFORMATION SYSTEMS POLICIES

PROPERTY AND EQUIPMENT

Our property or equipment and the property and equipment of a Connections Education affiliated school or program (the "property or equipment") is not for personal use and may not be removed from the premises without permission. We reserve the right to access and search all equipment. Computer systems, telephone systems, e-mail, WebMail, and voicemail are to be used for business/school purposes only and will be monitored as appropriate. We reserve the right to deduct from an employee's paycheck the cost of material not returned when an employee leaves the company and/or for the amount of personal telephone calls, if any, charged to work phone account.

Office based employees must follow the procedures set forth by building management in owned or leased facilities including a non-smoking policy. Employees are also prohibited from smoking in the presence of any students or families enrolled in a company-affiliated school or attending a company function.

PARKING OPTIONS

We provide several parking options for employees. We are not responsible for lost, stolen, or damaged property while parking in one of these areas. You are responsible for locking your car and ensuring that valuables are stored out of sight.

CELL PHONE/MOBILE DEVICE USE

In order to maintain employee productivity, we will reimburse certain employees in key positions for the use of a cellular phone or mobile device so they can stay in contact with business associates and co-workers while they are out of the office on business. Any employee receiving reimbursement must have their cellular phone or mobile device listed in the company's HRIS system. Employees who are not provided a regular cellular phone or mobile device reimbursement may, with prior permission from their supervisor, make business calls on their personal cellular phone or mobile device and submit an itemized bill for reimbursement on an expense report.

We encourage employees to remember safety when using their cellular phones or mobile devices for business purposes while driving. We encourage employees to safely pull off of the road when engaging in all cell phone conversations or using mobile devices for other purposes (emailing, texting, etc). Employees should be aware of and follow the appropriate state and local laws regarding use of cellular phones and mobile devices while driving.

Those employees who are not provided phones will not be reimbursed for use of their personal phones and are expected to make business calls from their office.

SOFTWARE/HARDWARE POLICY

ACCEPTABLE USE

This section defines the boundaries for the "acceptable use" of the employer's electronic resources, including software, hardware devices, and network systems. By using the employer's hardware, software, and network systems, you assume personal responsibility for their appropriate use and agree to comply with this policy and other applicable company policies, as well as city, state, and federal laws and regulations.

SOFTWARE

All software acquired for or on behalf of the employer or developed by employees or contract personnel on behalf of the employer is and shall be deemed company property. All such software must be used in compliance with applicable licenses, notices, contracts, and agreements.

Under no circumstances should any user install or download any software onto an employer-owned computer without specific permission from MIS.

PURCHASING

All purchasing of company software shall be centralized with the MIS department to ensure that all applications conform to company software standards and are purchased at the best possible price. All requests for software must be submitted to the department head for approval. The request must then be sent to the MIS department, which will then determine and purchase the standard software that best accommodates the desired request.

LICENSING

We are responsible for enforcing all applicable licenses, notices, contracts, and agreements for software that is used on company computers. Unless otherwise provided in the applicable license, notice, contract, or agreement, any duplication of copyrighted software, except for backup and archival purposes, may be a violation of federal and state law. We must strictly enforce license compliance because any violation by a user may still cause us to be liable for the consequences of such violation.

HARDWARE

All hardware devices acquired for or on behalf of the employer or developed by employees or contract personnel on behalf of the employer is and shall be deemed the employer's property. All such hardware devices must be used in compliance with applicable licenses, notices, contracts, and agreements.

PURCHASING

All purchasing of company computer hardware devices shall be centralized with MIS to ensure that all equipment conforms to company hardware standards and is purchased at the best possible price using volume discounts or national accounts. All requests for computing hardware devices must be submitted to the department head for approval. The request must then be sent to MIS, which will then determine standard hardware that best accommodates the desired request.

OUTSIDE EQUIPMENT

No outside equipment or hardware may be plugged into the employer's network without specific permission from MIS (including USB peripherals and Flash Drives).

ELECTRONIC COMMUNICATIONS, TELEPHONE COMMUNICATIONS AND ACCESS CONTROL SECURITY POLICY

COMPANY PROPERTY

As a productivity enhancement tool, the employer encourages the business use of electronic communications (including phone, voicemail, e-mail, webmail, message boards, instant message and fax). Electronic communications systems and all messages generated on or handled by electronic communications systems, including back-up copies, are considered to be the property of the employer, and are not the property of users of the electronic communications services.

AUTHORIZED USAGE

The employer's electronic communications and telecommunications systems generally must be used only for business activities. Incidental personal use is permissible so long as:

- 1. It does not preempt any business activity.
- 2. Your department head is aware of your intended non-business usage.
- 3. It does not consume more than a trivial amount of time and/or resources.
- 4. It does not interfere with staff productivity.

Users are prohibited from using company electronic communications and telecommunications systems for charitable endeavors, private business activities, or amusement/entertainment purposes unless expressly approved by MIS. Employees are reminded that the use of company resources, including electronic communications and telecommunications systems, should never create either the appearance or the reality of inappropriate use.

SPECIFIC COMMUNICATION SYSTEMS REQUIREMENTS

MESSAGE BOARDS

Postings by employees, teachers or other individuals who are not the learning coaches for currently enrolled students will be limited to comments relating to the program or other school-related activities. Further, such postings should be limited to those necessary to answer posted questions, to assist with identified problems or to gather parent input on proposed program changes or other school topics.

WEBMAIL

Webmail can be used for communication on personal matters (such as hobbies, books, mutual interests etc.) so long as care is used in making statements that are an expression of personal opinion that could be viewed as being detrimental to the school; or as statements of school or company policy such as comments that are political (except for any specific legislative activity related to the operation of the school) or religious in nature. A good common sense test is to ensure that anything that is written in a webmail could be printed in a public newspaper and not be viewed as controversial or inappropriate.

OUTLOOK E-MAIL

Another important reminder concerns the use of company email. Any emails that are sent using the company email system, whether or not the users are employees, are the property of the employer and may be viewed by members of management or others with administrative rights to the system. Furthermore, MIS is instructed to forward to management any emails that violate our Internet usage policy or represent activities that could be detrimental to the company's operations. It is essential that all email correspondence be able to pass the same common sense test as described for webmail of being able to be printed in a public newspaper without any embarrassment to the sender, recipient or the employer.

TELEPHONES

Business phones may be monitored or recorded to ensure quality and in some departments, business phones may not be used for personal calls, depending on the nature of the work. In some departments, personal cell phones may only be used in break areas during employees' scheduled breaks and lunches.

GENERAL ELECTRONIC COMMUNICATIONS PROVISIONS

DEFAULT PRIVILEGES

User privileges on electronic communications systems must be assigned so that only those capabilities necessary to perform a job are granted. This approach is widely known as the concept of "least privilege." With the exception of emergencies and regular system maintenance notices, broadcast facilities (including the "All-Employees" distribution list) must be used only after the permission of your department head has been obtained.

USER ACCOUNTABILITY

Regardless of the circumstances, your individual user account passwords must never be shared or revealed to anyone else. This includes logging into a company resource as you to allow another user to access those resources. If another user does not have access to a resource and asks you to log in for them, you should deny the request and notify MIS immediately.

If users need to share computer resident data, they should utilize public directories on local area network servers, SharePoint or the Virtual Library in the LMS. Users should also refrain from sending attachments to internal users for review and comment if the resource is available in the public folder or SharePoint on the employer's network.

ACCESS CONTROL

To prevent unauthorized parties from obtaining access to electronic communications, users must choose passwords that are difficult to guess (not a dictionary word, not a personal detail, and not a reflection of work activities). The employer's password policy requires users to choose a password that is at least 8 characters long and a combination of letters, numbers and/or symbols. You will be required to change your password every 90 days, and you will not be permitted to re-use your previous 5 passwords.

NO GUARANTEED MESSAGE PRIVACY

We cannot guarantee that electronic and telephone communications will be private. Employees should be aware that electronic and telephone communications could, depending on the technology, be forwarded, intercepted, printed, and stored by others. Furthermore, others may require access to electronic and telephone communications in accordance with this policy.

REGULAR MESSAGE MONITORING

It is our policy not to regularly monitor the content of electronic communications. However, the content of electronic communications may be monitored and the usage of electronic communications systems will be monitored to support operational, maintenance, auditing, security, and investigative activities. Users should structure their electronic communications in recognition of the fact that we may examine the content of electronic communications.

STATISTICAL DATA

Consistent with generally accepted business practice, we collect statistical data about electronic communications. As an example, call-detail-reporting information collected by telephone switching systems indicates the numbers dialed, the duration of calls, the time of day when calls are placed, etc. Using such information, MIS staff monitors the use of electronic communications to ensure the ongoing availability and reliability of these systems.

INCIDENTAL DISCLOSURE

It may be necessary for MIS staff to review the content of an individual employee's communications during the course of problem resolution. MIS staff may not review the content of an individual's communications out of personal curiosity or at the behest of individuals who have not gone through proper approval channels

MESSAGE FORWARDING

Recognizing that some information is intended for specific individuals and may not be appropriate for general distribution, electronic communications users should exercise caution when forwarding messages. Sensitive information must not be forwarded to any external party without the prior approval of your department head. Blanket forwarding of messages to parties outside the organization is prohibited unless the prior permission of the president has been obtained.

PURGING ELECTRONIC MESSAGES

Sent and received emails should also regularly be purged from your personal electronic message storage areas. As a company associated with public education, we are subject to public records requests from members of the press or others. Once such a request has been made, it is a criminal offense to delete content that could be covered by the request, even if the person who deleted the content genuinely believes that the deleted content was not relevant. The best way to prevent this problem is to regularly delete emails that are not essential. Deleting unneeded messages is also necessary to keep our email servers from being overloaded. Each email account has a storage limitation that will notify you when the maximum space in your account has been reached. At that point, you are required to archive or delete your non-essential email to make more room in your mailbox.

INTERNET SECURITY & USAGE POLICY

SPECIFIC POLICY

All information traversing company computer networks that has not been specifically identified as the property of other parties will be treated as though it is a company asset. It is our policy to prohibit unauthorized access, disclosure, duplication, modification, diversion, destruction, loss, misuse, or theft of this information.

In addition, it is our policy to protect information belonging to third parties that has been entrusted to us in confidence as well as in accordance with applicable non-disclosure agreements, contracts and industry standards.

INFORMATION MOVEMENT

At no time should an employee download anything from the Internet without direct permission by the Director of MIS. All approved software downloaded from non-Connections Education sources via the Internet must be screened with virus detection software prior to being opened or run. Whenever the provider of the software is not trusted, downloaded software should be tested on a stand-alone (not connected to the network) non-production machine. If this software contains a virus, worm, or Trojan horse, then the damage will be restricted to the involved machine.

All information taken off the Internet should be considered suspect until confirmed by separate information from another source. There is no quality control process on the Internet, and a considerable amount of its information is outdated or inaccurate.

Unless tools like privacy enhanced mail (PEM) are used, it is also relatively easy to spoof another user on the Internet. Likewise, contacts made over the Internet should not be trusted with company information unless a due diligence process has first been performed. This due diligence process applies to the release of any internal information (see the following section).

Employees must not place company material on any publicly accessible Internet computer that supports anonymous file transfer protocol (FTP) or similar services, unless MIS and the department head has first approved the posting of these materials.

In more general terms, internal information should not be placed in any location, on machines connected to internal networks, or on the Internet, unless the persons who have access to that location have a legitimate need-to-know.

All publicly writable (common/public) directories on internal Internet-connected computers will be reviewed and cleared periodically. This process is necessary to prevent the anonymous exchange of information inconsistent with our business. Users are prohibited from being involved in any way with the exchange of the material described in this policy.

INFORMATION PROTECTION

The employer's confidential, proprietary, or private information must not be sent over the Internet unless it has first been encrypted by approved methods. Unless specifically known to be in the public domain, source code must always be encrypted before being sent over the Internet.

Credit card numbers, telephone calling card numbers, log in passwords, and other parameters that can be used to gain access to goods or services must not be sent over the Internet in readable form. Unless an encryption algorithm like PGP (pretty good privacy), or another algorithm approved by MIS is used to protect these parameters, you should never put this information into an email, or instant message. This policy does not apply when logging into the machine that provides Internet services. Currently we do not use any type of encryption.

In keeping with the confidentiality agreements signed by all employees, company software, documentation, and all other types of internal information must not be sold or otherwise transferred to any third party for any purposes other than business purposes expressly authorized by management.

Exchanges of software and/or data between an employee and any third party may not proceed unless a non-disclosure agreement has first been signed. Such an agreement must specify the terms of the exchange, as well as the ways in which the software and/or data is to be handled and protected. Regular business practices, such as shipment of software in response to a customer purchase order, need not involve such a specific agreement since the terms are implied.

Likewise, off-hours participation in pirate software bulletin boards and similar activities represent a conflict of interest with company work, and are therefore prohibited. Similarly, reproduction of words posted or otherwise available over the Internet must be done only with the permission of the author/owner.

COPYRIGHT AND LICENSING RESTRICTIONS

Computer software protected by copyright is not to be copied from, into, or by using company computing facilities, except as permitted by law or by contract with the owner of the copyright. This means that such computer and microcomputer software may only be copied in order to make back-up copies, if permitted by the copyright owner.

The number of copies and distribution of copies may not be done in such a way that the number of simultaneous users in a department exceeds the number of original copies purchased by that department.

We strongly support strict adherence to software vendors' license agreements. We abide by all applicable federal and state statutes and regulations pertaining to the use of computer hardware and software including, but not limited to, federal copyright laws. Unauthorized copying, altering, modifying, merging, transferring, de-compiling, or reverse assembly of licensed software is strictly prohibited. State laws may further govern the use of any computer resource (including software).

Most copyright licenses for software contain single CPU usage restrictions. These restrictions must be honored. In some instances, the software copyright owner may grant a variance from these restrictions to company environments. However, without explicit written variance, single usage restrictions in the license apply to all users.

EXPECTATION OF PRIVACY

Employees accessing employer information systems and/or the Internet should realize that their communications are not automatically protected from viewing by third parties. Unless encryption is used, staff should not send information over the Internet if they consider it to be private.

At any time and without prior notice, we reserve the right to examine e-mail, personal file directories, and other information stored on our computers. This examination assures compliance with internal policies, supports the performance of internal investigations, and assists with the management of our information systems.

ACCESS CONTROL

All users wishing to establish a connection with company computers via the Internet must authenticate themselves at a firewall before gaining access to our internal network. This authentication process must be done via a dynamic password system approved by MIS.

Employees are prohibited from establishing wireless access points, electronic data interchange (EDI) arrangements, FTP sites, web servers, peer-to-peer networks or any other external network connections that could allow external users to gain access to our systems and information.

REPORTING SECURITY PROBLEMS

If sensitive employer information is lost, disclosed to unauthorized parties, or suspected of being lost or disclosed to unauthorized parties, MIS must be notified immediately.

If any unauthorized use of our information systems has taken place, or is suspected of taking place, MIS must likewise be notified immediately. Similarly, whenever passwords or other system access control mechanisms are lost, stolen, or disclosed, or are suspected of being lost, stolen, or disclosed, MIS must be notified immediately.

Because it may indicate a computer virus infection or similar security problem, all unusual systems behavior, such as missing files, frequent system crashes, misrouted messages, and the like must also be immediately reported. The specifics of security problems should not be discussed widely but should instead be shared on a need-to-know basis.

Users must not probe security mechanisms "test the doors" at either our website or other Internet sites unless they have first obtained permission from MIS. If users probe security mechanisms, alarms may be triggered and resources will needlessly be spent tracking the activity.

REMOTE ACCESS POLICY

Remote access is a generic term used to describe the accessing of our computer network by individuals not located at the primary office. We provide several options for access to corporate and school resources. This remote access may be required for traveling employees, employees who regularly work from home, or employees who work both from the office and from home. In many cases, both the company and the employee will benefit from the increased flexibility provided by a remote access program. Each user's need to access company resources remotely will be reviewed and approved by the department head and MIS on a case-by-case basis.

Participation as a remote access user may not be possible for every employee. Remote access is meant to be an alternative method of meeting company needs. We may refuse to extend remote access privileges to any employee or terminate a remote access arrangement at any time.

Appendix E - 68

EQUIPMENT AND TOOLS

We may provide tools and equipment for remotely accessing the company computer network. This may include computer hardware, software, phone lines, e-mail, voicemail, connectivity to host applications, and other applicable equipment as deemed necessary.

The use of equipment and software provided by us for remotely accessing the company's computer network is limited to authorized persons and for purposes relating to company business. The company will provide for repairs to company equipment. When the employee uses her/his own equipment, the employee is responsible for maintenance and repair of equipment.

USE OF PERSONAL COMPUTERS AND EQUIPMENT

The MIS department may only be able to provide limited support for equipment and software that is not purchased or owned by the company.

The company will bear *no* responsibility if the installation or use of any necessary software causes system lockups, crashes, or complete or partial data loss. The employee is solely responsible for backing up data on their personal machine before beginning any company work. At its discretion, the company will disallow remote access for any employee using a personal home computer that proves incapable, *for any reason*, of working correctly with the company-provided software, or being used in a production environment. There are several key requirements that an employee must meet before gaining remote-access privileges to our company resources.

HIGH-SPEED INTERNET CONNECTIONS

Only users with acceptable broadband connections will be approved to work remotely. No users with dial-up connectivity will be granted the ability to work remotely. If you have a high-speed connection to access the Internet from home on your own computer or during travel, you are required to have a personal firewall and active virus protection software installed on the computer to prevent unauthorized access to the computer. MIS must inspect and confirm the settings of any software-based firewall. If MIS cannot confirm the settings and the computer cannot be brought into the office for inspection, your ability to work remotely may be revoked.

If you have an existing high-speed Internet connection at home, and you use a stand-alone firewall or router appliance to protect your entire home network, you may not be required to run personal firewall software. The home router or firewall device must be configured to mask the computers behind it by using Network Address Translation (NAT) or a proxy, and it must not allow unsecured external access to any resources on your home network.

ANTI-VIRUS SOFTWARE

All computers accessing company resources are required to have active anti-virus software installed and configured to automatically update each time the computer is connected to the Internet. You will need to coordinate with MIS to install the required software. If you already have another anti-virus package installed, you must verify that you are paying for an active subscription to pattern updates or you will be required to uninstall that application and install our corporate anti-virus application. No trial software will be accepted as proper protection.

MIS reserves the right to routinely inspect and verify that you have the proper safeguards in place on your home network and computer, and to revoke VPN access to the company network at any time that we find or suspect that you are maintaining your computer or network in an unsecured environment.

ACKNOWLEDGEMENT

EMPLOYEE ACKNOWLEDGEMENT OF POLICIES

I acknowledge that:

- 1. I have been advised that the employer has an employee handbook which sets forth various policies regarding my employment by Connections Education or a Connections Education-affiliated school or program.
- 2. I understand that I have access to and can obtain a copy of the employee handbook for review at any time online in the Virtual Library or by contacting Human Resources or my manager.
- 3. I understand and agree that I am responsible for knowing and understanding its contents and abiding by the policies set forth in the handbook.
- 4. I understand that the handbook does not create a contract of employment, either express or implied, or a guarantee of any benefit, and that the handbook contains only a summary of benefits and an overview of policies and procedures.
- 5. I understand that all employment policies, practices, wages and benefits, whether they are in the handbook or not, may be unilaterally changed, amended, modified, reduced, or discontinued at any time in the company's sole judgment and discretion.
- 6. I understand that any amendment of the handbook will always govern and supersede any prior versions.
- 7. I understand, in accordance with the handbook policies, that if I should have questions or concerns regarding my terms of employment or working conditions, I should contact Human Resources or my manager.
- 8. I have read and understand the policies contained in this handbook and I agree to abide by all policies as well as immediately report any perceived violations of policies to my manager and/or Human Resources.
- 9. I understand that the employer has the right to use disciplinary action for any violation of policy or perceived violation of policy contained in this handbook.
- 10. I understand that the details of any benefits available to me as an employee are contained in the Benefits Guide.
- 11. Finally, I agree that my employment continues to be at-will and for no definite duration, that I can terminate my employment at any time, with or without cause or notice, and that the employer reserves the right to do the same.

You will be directed to acknowledge the policies contained within this handbook via electronic signature upon beginning employment.

APPENDIX F

Sample Discipline and Due Process for Students – To be reviewed by school administration and legal counsel prior to NMCA Governing Board Approval

All students enrolled in New Mexico Connections Academy (NMCA) are expected to conduct themselves in accordance with the rules for the school, and parents are expected cooperate with the school staff in helping students to maintain this conduct. The student code of conduct is set forth in this handbook.

Discipline Measures

There are three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

1. Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their parent/guardian(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will not be removed from the class (Connexus).

Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this handbook.

2. Suspension

When a student is suspended, he or she is temporarily removed from Connexus or a school sponsored program or activity. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the school principal, a student's permission to log on to and/or use parts of Connexus is restricted. Student access to WebMail, the message boards, online clubs/activities, and/or all of Connexus may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- Criminal or delinquent acts are acts defined as criminal under federal and state law, and any applicable municipal or county criminal ordinances.
- Sexual harassment means unwelcome or unwanted conduct of a sexual nature (verbal, non-verbal or physical) when submission to such conduct is made either explicitly or implicitly a term or condition of the advancement of a student in school programs or

- activities such that this conduct substantially interferes with a student's learning or creates an intimidating, hostile or offensive learning environment.
- *Disruptive conduct* means willful conduct which: (1) materially and in fact disrupts or interferes with the operation of the public schools or the orderly conduct of any public school activity, including individual classes; or (2) leads an administrative authority to reasonably forecast that such disruption or interference is likely to occur unless preventive action is taken.
- Gang related activity is disruptive conduct.
- Refusal to identify self means a person's willful refusal, upon request from school
 personnel known or identified as such to the person, to identify himself or herself
 accurately.
- Refusal to cooperate with school personnel means a student's willful refusal to obey
 the lawful instructions or orders of school personnel whose responsibilities include
 supervision of students.
- Cheating on tests or daily work: A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and *getting* family or friends to help with coursework.
- *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying:* A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
- *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism:* A student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.

- *Violation of acceptable use policy:* Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- Repeated violation of any disciplinary issues.

3. Expulsion

When a student is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

The school will not discipline students protected under Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act (IDEA), or the American with Disabilities Act (ADA) unless the school complies with the requirements of those acts. Title 6.11.2.10, NMAC, which prohibits corporal punishment of students, shall apply to the school.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described above for up to 10 days. Upon violations that result in suspensions that exceed 10 days, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

Due Process for Students

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

Suspension (up to 10 days)

An informal hearing will be convened with the student, parent(s), school principal, and other staff members as appropriate. At this hearing, the student will be provided all due process as required by law. The school principal will inform the student and parent(s) of the charges. If the student denies the charges, he or she will be provided an explanation of the evidence, and will be provided with an opportunity to present his or her version of the occurrence. If, after discussion with the student, parent(s), and appropriate school staff, the school principal determines that the occurrence justifies suspension, written notice

will be sent to the student and parent(s) about this decision. The principal has the authority to make a decision to suspend a student for up to 10 days.

Suspension of an additional 10 days, or an Expulsion

If a principal believes that a student has committed an offense that might require expulsion, the principal may suspend the student for 10 days pending a committee of the board hearing (where appropriate). During this time, the principal will request a hearing by the appropriate committee of the Governing Board to discuss the possible expulsion of the student. The parent(s) will be notified of due process rights including the right to appear at the board hearing and to present the student's side of the case. The parent(s) will be will be notified of the date, time, and place of the hearing at least 5 days prior to the hearing via Certified Mail.

If a student is expelled, the school administration may assist with finding an alternative school option for the student as outlined in Students Rights and Responsibilities in 6.11.2 NMAC.

Bullying and other Prohibited Behaviors

Connections is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The school encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or against any student, staff, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as sex, race, color, national origin, marital status, or disability.

The following definitions are intended to provide *guidance* in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

Harassment - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other student(s).

Bullying – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when

habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

Cyberbullying – is the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media web sites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

Hazing – the use of ritual and other activities involving harassment, bullying, cyberbullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation – a course of behavior that instills fear or a sense of inadequacy. Violence within a dating relationship means any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Prohibited behaviors include all of the above.

The school administration and NMCA Governing Board will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or, an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, parent or guardian, or other third-party.

This policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson sessions, participation in clubs and activities, WebMail messages, text messages, discussions, telephonic communications, and message boards; and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities on school property. This policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's parent/guardian who believes that student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors

should immediately report the situation to the school counselor, school principal or assistant principal. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator or Governing Board official. Complaints about prohibited behavior against the school principal should be filed with school administration.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be prohibited behavior. Reports may be made to those identified above. If a student or other individual believes there has been prohibited behavior, he/she should report it and allow the administration to determine the appropriate course of action. Any teacher, school administrator, or school staff member who does not timely make a written report of an incident of prohibited behavior shall be subject to appropriate disciplinary action in accordance with Connections disciplinary process.

All complaints about prohibited behavior shall be kept confidential and be promptly investigated. The school principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of prohibited behavior(s) were verified, and, when prohibited behaviors are verified, a recommendation for intervention, including disciplinary action, shall be in the report. Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, NMCA shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, NMCA shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with NMCA's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for parents, guests, volunteers, and contractors; and removal from any official position and/or a request to resign for Governing Board members. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in the Student Handbook.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s) legal guardian(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying, and/or dating violence.

If after investigation the act(s) of prohibited behavior by a specific student is/are verified, the school principal or appropriate administrator shall notify in writing the parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of any prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Complaints

Students and/or their parents/guardians may file written reports regarding suspected harassment, intimidation, bullying, or dating violence by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the Forms section of the Virtual Library, and sending this to the school. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, dating violence, and/or bullying or other prohibited behavior, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the school principal for review, investigation, and action.

Students and/or their parents/guardians may make informal complaints of conduct that they consider to be any form of prohibited behavior by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment intimidation, dating violence, and/or bullying, and the names of any potential witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying*, *Aggressive*, or *Other Prohibited Behavior Form*, found in the Forms section of the Virtual Library. This written report shall be promptly forwarded by the school staff member and/or administrator to the building principal for review, investigation, and appropriate action.

Due Process for Parents

The school is committed to ensuring parent satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities will be outlined in the Parent/Legal Guardian Agreement (PLCA) and the School Handbook and include such things as: contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

Parent Remedies

If a parent has concerns, he/she may institute the following proposed Grievance Process:

Grievance Process

- 1. A parent with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate NMCA staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
- 2. The recipient of the grievance (generally the teacher) must review the issue with his or her supervisor (generally the principal) and respond to the parent within three (3) school days.
- 3. If the original recipient did not resolve the grievance, the parent should request a meeting with the recipient's supervisor. The supervisor should investigate the matter, and schedule a meeting with the parent, the student, if necessary, and any other staff member (if necessary), within five (5) school days.
- 4. If either party does not resolve this grievance, the parent should then request a meeting with school administration. School administration will investigate the matter, and schedule a meeting within five (5) school days.
- 5. If a resolution was not reached at the above three (3) meetings, the parent may request a meeting with the parent member on the NMCA Governing Board, who will investigate the matter, and arrange a meeting within five (5) school days. Current contact information for Governing Board members will be listed on the school webpage.

APPENDIX G

CONFLICT OF INTEREST

Version: 1	Date of Approval:

Purpose

The Governing Board of New Mexico Connections Academy is committed to high standards of ethical conduct. The purpose of the policy is to protect the School when it is contemplating entering into a transaction or arrangement that might impermissibly benefit the private Financial Interest of an Officer or member of the Governing Board, and to provide the Governing Board with a procedure which, if observed, will allow a transaction or arrangement to be treated as valid and binding even though a member of the Governing Board has, or may have, a Conflict of Interest with respect to the transaction.

Policy

The Governing Board places great importance on making clear any existing or potential Conflicts of Interest. All such Conflicts of Interest shall be declared by the member concerned and noted in the minutes.

Definitions

"Board" mean the collective members of the Governing Board of the School. No single member or committee may obligate the Board or the School without a vote of a quorum of the Board in a meeting held pursuant to the New Mexico Open Meetings Act.

"Compensation" means direct and indirect remuneration as well as gifts or favors that are substantial in nature.

"Conflict of Interest" means an interest that is likely to impermissibly benefit the private interest of a Board member. Examples of a conflict of interest include (but are not limited to):
When a Board member or his/her Immediate Family or business interests stands to gain financially from any business dealings, programs, or services of the organization.
When a Board member offers to perform a professional service for the organization
When a Board member stands to gain personally or professionally from any insider knowledge if that knowledge is used to personal advantage.
When a Board member has a role on the governing body of another organization, and the activities of the other body might directly conflict or compete with the activities of the School.

"Financial Interest" is an interest held by a person, either directly or indirectly, through business, investment, or family, that falls into one or more of the following categories:

- $\ \square$ an ownership or investment interest in any entity with which the School has a transaction or arrangement, or
- a compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or

a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

A Financial Interest is not necessarily a Conflict of Interest. In general, a person with a Financial Interest has a Conflict of Interest only if the Board decides that a Conflict of Interest exists. However, under no circumstances may the School purchase anything from a Board member or lease a facility from a Board member.

"Immediate Family" means spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister or sister-in-law of a member of the governing body or the head administrator.

"Interested Person" means any Officer or member of the Board who has a direct or indirect Financial Interest.

Procedure

Duty to Disclose

In connection with any transaction or arrangement that might give rise to a Conflict of Interest, an Interested Person must disclose the existence of his or her Financial Interest and must be given the opportunity to disclose all material facts to the Board. The Interested Person must make this disclosure at the start of the regularly scheduled Board meeting following discovery of the Financial Interest; provided, however, that no action can be taken on such disclosure unless the issue was identified in the posted agenda for the meeting where required by the Open Meetings Law.

Determining Whether a Conflict of Interest Exists

After disclosure of the Financial Interest and all material facts, and after any discussion with the Board, the interested Board member shall not participate in the discussions or vote on the matter. The remaining Board members shall determine whether a Conflict of Interest exists.

Procedures for Addressing the Conflict of Interest

- 1. If the Board determines that a Financial Interest of a Board member constitutes a Conflict of Interest, the Board Chair (or acting Board Chair if the sitting chair is the Interested Person) shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement giving rise to the conflict of interest.
- 2 .After exercising due diligence, the Board shall determine whether it can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a Conflict of Interest.
- 3. If a more advantageous transaction or arrangement is not reasonably attainable, and the State's Ethics Laws do not prohibit or invalidate the proposed transaction, the Board or committee shall determine by a majority vote whether the proposed transaction or arrangement is

in the School's best interest, for its own benefit, and whether the transaction is fair and reasonable to the School. Based on this determination, the Board shall decide whether to enter into the proposed transaction or arrangement.

Violations of the Conflict of Interest Policy

- 1. If the Board or committee has reasonable cause to believe that a member has failed to disclose an actual or possible Conflict of Interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- 2. If, after hearing the response of the member and making such further investigation as the Board deems warranted under the circumstances, the Board determines that the member has in fact failed to disclose an actual or possible Conflict of Interest, the Board shall take appropriate corrective action, which may include voiding the transaction, removing the member from the Board or other actions deemed appropriate by the remainder of the Board.

Records of Proceedings

The minutes of the Board shall document the Conflict of Interest and contain:

- the names of the persons who disclosed or otherwise were found to have a Financial Interest giving rise to 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 Board's decision as to whether a Conflict of Interest in fact existed.
- the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken on the subject.

Compensation

A member of the Board shall not receive or seek compensation for his or her services on the Board. A member of the Board, however, is entitled to be reimbursed for reasonable expenses as contemplated by the New Mexico Per Diem and Mileage Act. All costs and expenses must be approved by the full Board prior to incurring the expense.

Annual Statements

Eac	ch Director and member of the Board shall annually sign the Conflict of Interest				
Disclosure	Statement, which affirms that the Board member:				
□ has received a copy of the Conflict of Interest Policy,					
	has read and understands the Policy,				
	has agreed to comply with the Policy, and				
	understands that the School is a public school and that is it subject to all public				
	financial rules and regulations.				

Periodic Review

The Board shall conduct periodic reviews to ensure that the School operates in a manner consistent with its charter contract and Board policies and procedures and that it does not engage in activities that could give rise to financial audit findings or other violations of its charter contract with the Public Education Commission.

The periodic reviews shall, at a minimum, address the following subjects:

- Review of its bylaws or operating policies;
- Review of the charter contract for compliance with its management and financial obligations;
- Review of public school finance obligations.
- Review of this conflict of interest policy.

In conducting the periodic reviews provided for above, the School may use outside advisors. The use of outside advisors does not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

Related Documents

Conflict of Interest Disclosure Statement Bylaws

Conflicts of Interest Disclosure Statement

The Conflicts of Interest Policy adopted by the Governing Board ("Board") requires members of the Board, officers of the Board, and members of any Board committee to disclose financial interest that could lead to any actual or apparent conflicts of interest. This Conflicts of Interest Disclosure Statement is intended to implement the Conflicts of Interest Policy's annual disclosure requirement.

Enter your full name and your relationship to	o the Board.			
Last Name What is your relationship to the Board? (che	eck all that apply)	First Name Member of the Board Officer of the Board	Middle N Member of a Boar Other:	
As the above-listed discloser, you must answer the following transactions with the School below. If you require more space, you must answer the following transactions with the School below.	or any entity in whi ol in the past year?	ch you or a family member (You must describe in detail	has a financial interest of any Yes answers in the	engaged in any of
 i. Provided services or property to ii. Had any direct or indirect intered iii. Been or become indebted to pay iv. Received, or become entitled to that were not or will not be come your relationship with the School This excludes any personal beneficially member or more studies. 	est in any transaction of money to the School receive, directly of appensation directly tool, that in the aggreefits or compensation detail the describe in detail the	on to which the School was cool (other than travel advance indirectly, any personal ber related to your duties to the state could be valued in excession received as a result of beat eschool.)	es or the like)? nefits from the School, School, as a result of ess of \$50.00? (Note: ing a parent/legal	Yes No Yes No Yes No Yes No
2. Are you aware of any other events, transathat you believe should be examined by the Policy? (You must describe in detail a Y additional paper; attach that paper to this If you answered Yes to the question family member or entity who is or not some some second s	actions, arrangement the School in accordes answer in the space form.) Yes	dance with the terms and interact provided below. If you in No	ent of the School's Con require more space, you	aflicts of Interest a may use
Signature of Discloser You, as the above-listed discloser, must reach the signing below, I hereby confirm that I reach the comply with the Policy, and understand that it must comply with all laws relating to pull accurate to the best of my information and be disclosure is inaccurate or that I did not continuous.	I and sign the follow ceived a copy of the the School is a pub- blic school finance welief. I agree that i	e Conflicts of Interest Policy, blic school and that in order s. I confirm that my respons if I become aware of any info	, read and understand t to maintain its charter ses to the above question formation that might ind	with its authorizer, ns are complete and licate that this
Name (Please print)	Signature		Date	Phone

Discloser Information

APPENDIX H

CONNECTIONS ACADEMY OF NEW MEXICO, LLC CHARTER SCHOOL LEARNING PROGRAMS STATEMENT OF WORK

Customer Name: NEW MEXICO ONLINE PUBLIC CHARTER SCHOOL D/B/A NEW MEXICO

CONNECTIONS ACADEMY

Summary of Educational Products and Services being requested: Connections Academy of New Mexico, LLC ("CA") will provide a fully integrated and comprehensive curriculum, educational technology platform, complemented by integrated back office administrative, human resources, technology and enrollment support services, to support the Customer's virtual charter school education program for students in grades K through 12 ("Charter School") during each Academic Year of the Term.

Capitalized terms, unless otherwise defined herein, shall have the same meaning ascribed to them in CA's Standard Terms and Conditions, attached hereto and incorporated herein by this reference (the "Standard Terms and Conditions").

1. CA Responsibilities:

- a. <u>Instructional Program</u>: Provide the instructional program during the Academic Year (the "Curriculum") that is aligned with both the Common Core State Standards, as adopted by the New Mexico Public Education Department (or PED), and the New Mexico State Standards. Course offerings shall meet the educational content or other standards established by the State of New Mexico in order to be recognized for meeting educational requirements in grades K-8 or for high school credit in grades 9-12. The Curriculum shall include, at a minimum, the following:
 - i. A mix of online and offline activities, hands-on components and face-to-face interaction which will include core, remedial and elective courses (together "Courses");
 - ii. Gifted/talented and Advanced Placement Courses;
 - iii. Test preparatory materials including SAT and ACT preparatory resources;
 - iv. Intensive Science-Technology-Engineering-Math ("STEM") courses a school within a school model;
 - v. Access to clubs such as Chess Club, Poetry Club, and Yearbook;
 - vi. Integrated textual, visual, auditory and hands on modalities, that are updated on an ongoing cyclical timeline to provide for continuous improvement;
 - vii. To the extent permitted by New Mexico law, optional access to certain courses through the National Connections Academy ("NaCA") that are approved by the National Collegiate Athletic Association ("NCAA");
 - viii. Up to 14 semester length Courses per Academic Year per Student;

- be, including textbooks, curricular materials, ancillary materials such as workbooks, texts and other materials ("Instructional Materials"). If Instructional Materials are available in both print or electronic format, CA can elect, in its sole discretion, which format will be used, except where otherwise required by a student's IEP or 504 Plan;
- x. A personalized learning plan for each Student that shall meet or exceed the educational standards set by PED or required by the Charter; and
- xi. A series of assessments designed to gauge the Student's mastery of core concepts and readiness for the State of New Mexico's standardized tests.

b. Connexus® Access:

- i. Provide a limited, royalty free, nontransferable license for the duration of the Term to access and use CA's proprietary technology platform, known as Connexus®, during the Academic Year for purposes of utilizing the curriculum and services set forth in Section 1 of this Statement of Work, including providing web-based access from non-school sites to the virtual school program by students, parents, teachers and administrators, as more particularly set forth in the Standard Terms and Conditions;
- ii. Access to other technologies through Connexus®, including the Connexus® student information system ("SIS"), lesson scheduling tools, accountability tools, webmail, instant messaging, secure chat, video and audio streaming, and message board forum;
- iii. Provide 24/7 technical support through online Help (in Connexus®) and live phone support via CA Support Services to parents, students, and staff Monday-Friday 9:00 a.m. 9:00 p.m. (ET) and on-call support all other times; and
- iv. Provide for tracking of course materials and Student progress.
- c. <u>Enrollment Processing</u>: Using CA's state of the art enrollment service center, provide Charter School with placement support, as well as enrollment processing, set up and support that are in compliance with local, state and federal law, and act as Charter School's agent throughout the enrollment process. The enrollment process is fully integrated with and supported through the Connexus * system.
- d. <u>Special Education Support Service</u>: Support Charter School in the provision of special education programs and services in compliance with all applicable laws and regulations, including developing IEPs, coordinating related services, and all other administrative services required tosupport special needs students within the course content and program infrastructure, including Connexus [®].
- e. <u>Student Records Support</u>: Provide maintenance of Student Records in accordance with state, local, and federal requirements. All Student Record information shall be the sole property of Charter School, subject to applicable law, and to the extent such records are not readily available to the Charter School, will be made available within five (5) business days of a written request from Charter School. Connexus is a thoroughly integrated content and student information system linking all aspects of the student learning process.

- f. <u>New Mexico Connections Academy</u>: Provide a limited, royalty free, nontransferable license for the duration of the Term to use the name "New Mexico Connections Academy" as the name for the charter school being operated by Charter School under the terms of this Statement of Work.
- g. Professional and Technical Support Services: <u>Utilizing its state of the art proprietary technology platform, Connexus®</u>, the Connections Education Program is able to integrate key functions and services that are critical to maximizing the online academic experience and performance of the Students, including the following:
 - i. Provide human resources services integral to delivery of the Education Program, including recruiting, monitoring, and supporting the school's performance evaluation process for all Charter School staff to ensure the Charter School is staffed by well-trained and effective online learning professionals, payroll and benefits administration, documenting background checks as specified by law, and assisting in the development of an employee handbook and school handbook that shall be submitted for adoption to Charter School's governing board in compliance with the applicable local, state and federal law. .;
 - ii. Provide a program coordinator who is trained in the performance capabilities of the Education Program technologies, methodologies, and processes to collaborate with the Charter School's principal ("Principal");
 - iii. Recruit community coordinators willing to volunteer their services to coordinate community activities and field trips that enhance the online experience of Students by providing them the opportunity to apply their academic skills while interacting with other students in the charter school in the immediate geographic area;
 - iv. Staff an educational resource center with education professionals trained in the delivery of on-line Curriculum to provide the Principal and his/her teaching staff (together "Instructional Staff") additional education support services and professional development in the areas of special education, gifted education, and curriculum services;
 - v. Provide Instructional Staff with access to all Instructional Materials supplied to them and Students through Connexus and Connections' LiveLesson technology, as necessary to conduct teaching responsibilities; provide continuing professional development programs and services to Instructional Staff; and provide online, pre-service and in-service training to Instructional Staff on CA curriculum protocols;
 - vi. Collaborate with the governing board and the Charter School leadership team in the setting of strategic goals focused on meeting the performance framework set out in the Charter;
 - vii. Using the Connexus portal and Connections' LiveLesson® technology provide training and development programs and materials to Students, Students' mentors (referred to in CA materials as "Learning Coaches"), parents/guardians and community coordinators on the Curriculum, Connexus® access, various CA policies and procedures, and other technology to support student learning;
 - viii. Using student enrollment and reporting data within the Connexus system, and to which the governing board and Principal have access on a 24/7 basis, provide accounting

support services to the governing board and its Licensed Business Official, including providing all necessary supporting reports for all CA activities under this Statement of Work, assisting in the development of a budget for the governing board's consideration on an annual basis, audit support, accounting services, and local, state and federal financial reporting support, as well as collaboration services with the governing board and it's finance committee and audit committee;

- ix. Drawing on its 10 years of experience implementing the Education Program in 24 states and using its highly trained team of outreach professionals, whose knowledge of the Education Program enables them to develop effective targeted community outreach initiatives, assist Charter School in the development of a student information and community education plan to inform potential students, their parents/guardians, and other interested parties about the Charter School's education program in accordance with applicable law;
- x. Personalize the Student and Instructional Staff access to Connexus through the Creation of a Charter School branded registration page, login page and Connexus® menu bar;
- xi. Drawing on the combined experience of the Connections marketing and technology groups, maintain a public website that will contain all information required by the Charter School Law; and
- xii. Administer Charter School's internet subsidy program in accordance with Section 5 below.

2. Charter School Responsibilities:

- a. Provide all day to day management of the charter school, including hiring of the Principal, as well as the teaching and administrative staff, counseling and special education related services, in accordance with applicable local, state, and federal law;
- Establish requirements for Course completion (including awarding of transfer credit where applicable), grade attainment and attendance in order to meet minimum requirements for graduation with a Charter School diploma;
- c. Grant diplomas based on documentation of student completion of required course work and attainment of minimum requirements for graduation with a Charter School diploma;
- d. Administer all State required testing and other State mandated assessments;
- e. Provide, or contract to be provided, all other products and services not specifically delegated to CA in this Statement of Work, as is appropriate for a charter school authorized under New Mexico law, including, but not limited to, providing administrative office space and related support staff, and providing all necessary technology hardware and software to Students and Instructional Staff;
- f. Comply with all New Mexico enrollment requirements;
- g. Provide director and officer liability insurance and general liability insurance for Charter School owned/leased real and personal property; and

- h. Provide workers compensation insurance for all employees with the minimum limits established by law.
- i. Provide employee benefit plans as required by law.
- 3. **Pricing:** The pricing options are set forth below:

[To be provided later]

- 4. **Enrollment Cap:** The maximum number of enrolled Students in a given Academic Year is limited by the enrollment cap set established in the Charter, unless and until the Parties are permitted to increase the enrollment cap by applicable law.
- 5. **Internet Subsidy Administration:** Payment of the internet subsidy to eligible households will be facilitated by CA in the form of prepaid credit cards (with the option for a check or direct deposit potentially available), which will be issued to the parent or guardian (and in certain circumstances, the Student) according to the schedule outlined in the school handbook, provided Charter School has submitted in advance to CA sufficient funds to cover issuance of the payment. In no event will CA advance Charter School funds to support Charter School's internet subsidy program.
- 6. **Additional/Optional Services**: For an additional fee as set forth herein, Charter School may contract with CA to provide the following additional services.
 - a. <u>Technology Hardware and Support</u>: At an annual cost of \$900 per personal computer ("PC") provided to a Student's household, Charter School may lease from CA its standard PC, with preloaded software necessary to fully access and support the curriculum, for Students and Instructional Staff. Included in the \$900 fee is CA's standard technology support services. <u>Facility and Capital Equipment/Furnishings Procurement</u>. Procure for Charter School administrative office space adequate to meet the needs of the Charter School and/or all equipment and furniture required to make such office space functional for its intended purpose, as well as all utilities required to fully meet such functional requirements.
 - i. Facility rental and maintenance fees are a negotiated cost.
 - ii. Furniture and equipment are provided at an annual rental fee of one-fifth (1/5th) of CA's purchased price and may be purchased from CA at any time at a cost equal to its depreciated cost basis (assuming a five year life). CA may offer an additional incentive, in its sole discretion, to the Charter School to facilitate the purchase of the furniture and equipment by the Charter School.
 - iii. Utilities are a pass-through cost from CA to Charter School, with no mark-up.
 - b. <u>Office Products and Supplies</u>. Procure for Charter School all requested office products and supplies needed for the operation of the administrative offices. This is a pass through cost to Charter School, with no mark up.
 - c. <u>Inventory Warehouse Management</u>. If Charter School procures its own technology hardware, for an annual fee of \$______, CA will provide inventory warehouse management services for Charter School's technology hardware inventory, including handling all to and from shipping of

the inventory to the designated user, as directed by Charter School, collection efforts of unreturned inventory, inventory repair (if under warranty) and cleaning, and inventory storage.

7. Trademarks:

- a. Any use of Connections Education, Connections Academy, Connections Learning, or any of Connection Education's trademarks requires written consent of CA. An up-to-date list of CA's trademarks can be found at http://www.connectionsacademy.com/Libraries/PDFs/CACommonLawTrademarks.sflb.ashx. All such requests shall be submitted to the program manager. Any failure to respond by CA to Charter School's request within 7 business days shall be deemed a denial of consent by CA. Upon execution by the Parties, this Statement of Work shall be deemed written consent for use of the trade name "New Mexico Connections Academy".
- b. Upon termination of this Statement of Work, Charter School's license to use as its trade name "New Mexico Connections Academy" shall immediately terminate. Charter School agrees that within 30 calendar days from the date of termination, all references to "Connections Academy" shall be removed from its trade name, on its signage, stationary, website, marketing materials and any other material or location it appears.
- 8. Intellectual Property: Connexus® and all technology, programs, services, and materials hosted thereon, the curriculum, all tangible and intangible education materials, all Connections Education LLC trademarks and copyrighted works, and the trade name "New Mexico Connections Academy" are the intellectual property of Connections Education LLC. Charter School's right to use and benefit from said intellectual property is limited to its license rights set forth herein and the Standard Terms and Conditions. Nothing in this Agreement shall be interpreted to be a sale or transfer of ownership interest from Connections Education LLC to Charter School. Any works created by Charter School's Instructional Staff and derived from Connections Education LLC's intellectual property shall be deemed the property of Connections Education LLC and Charter School agrees to extend all reasonable and appropriate measures to assist Connections Education LLC in securing and perfecting its ownership interest in such derivative works. Charter School hereby grants to Connections Education LLC, and will require its Instructional Staff to do the same, a worldwide freely transferable, royalty free, perpetual license, in any content contained in such derivative works that are determined to remain the property of Charter School and/or a member of its Instructional Staff. Similarly, to the extent any Instructional Staff created educational content that is hosted on Connexus or in a Connections Education LLC LiveLesson session, Charter School on behalf of itself and such Instructional Staff hereby grants to Connections Education LLC a worldwide freely transferable, royalty free, perpetual license to use such created educational content for its own commercial purposes.

9.	Term : This Statement of Work will commence on	$_$, 2012, and will continue through June
	30, 2019 ("Initial Term"). Upon mutual agreement of the I	Parties, this Statement of Work may be
	renewed for up to renewal term(s) of five (5) years, pro	ovided that the option to renew must be
	made in writing and received by CA no later than February 1,	·

10. Termination:

a. Unless otherwise renewed or earlier terminated, this Agreement shall terminate immediately upon the expiration of the Term. Any notice of early termination shall take effect at the closing

of the last day of the Academic Year, unless otherwise agreed to by the Parties or provided for herein. Notices of termination must be made in writing and delivered to the addresses set forth below no later than April 1 of the current Academic Year and shall list all reasons for said early termination. The following early termination provisions shall govern the relationship of the Parties:

- i. Termination by either Party, immediately, if one Party materially breaches this Agreement and fails to cure such breach within thirty (30) days following written notification of such breach from the other Party;
- ii. Termination by CA, immediately, if the payments to which CA is entitled under Section 3 of this Agreement are materially reduced as a result of a change in funding provided to the Charter School or applicable laws or regulations impose requirements that are materially different from those previously provided under this Agreement and CA is unwilling or unable to make the required changes;
- iii. Termination by CA, at the close of the Academic Year in which the notice of termination is delivered, if there are irreconcilable differences with respect to the manner in which CA carries out its responsibilities under the terms of this Agreement;
- iv. Termination by either Party, immediately, if the Charter is terminated or if the Charter School is no longer authorized by the Authorizer as required by applicable New Mexico law and regulation; or
- v. Termination by the Charter School, at the close of the Academic Year in which CA's cure is found to be insufficient, if the governing board determines at the end of an Academic Year that the educational products and services set forth in this Statement of Work do not meet the requirements for a computer-based virtual or charter school, as defined by applicable laws and regulations, but only if CA is unable to cure such deficiency after being given reasonable notice thereof and the opportunity to cure any alleged failure to meet such requirements.
- b. <u>Obligations on Termination</u>. In the event this Agreement is terminated by either Party for any reason:
 - i. CA shall assist and cooperate with the Charter School in the transition from CA to the Charter School, or another service provider, so as to minimize the disruption to the Students;
 - ii. Each Party will promptly (not later than thirty (30) days after the effective date of termination) return to the other Party all Confidential Information, property and material of any type belonging to the other Party, including but not limited to, electronic versions, hard copies and reproductions and will not retain copies of any such property or material except as may be expressly permitted in this Statement of Work or required by applicable law;
 - iii. All access to Connexus® and other educational products and services contracted for herein shall be discontinued;

- iv. CA shall provide to Charter School copies of all Student Records not otherwise in Charter School's possession at no additional cost; and
- v. Charter School shall pay CA all amounts due under this Agreement upon the earlier of either their due dates or thirty (30) days after the effective date of termination.
- 11. **Notices:** All notices, consents and other communications under this Agreement shall be given in writing and shall be sent by and deemed to have been sufficiently given or served for all purposes as of the date it is delivered by hand, received by overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid to the Parties at the following addresses (or to such other address as hereafter may be designated in writing by such Party to the other Party):

If to CA: Connections Education LLC

1001Fleet Street, 5th Floor Baltimore, MD 21202

Attn: Barbara Dreyer, President

With a copy to:: Connections Education LLC

1001Fleet Street, 5th Floor Baltimore, MD 21202 Attn: General Counsel

If to Charter School:

- 12. Insurance: CA will maintain and keep in force the insurance policies set forth in Exhibit A.
- 13. **Governing Law**: This Agreement shall be governed and controlled by the laws of the State of New Mexico. Any legal actions prosecuted or instituted by any Party under this Agreement shall be brought in a court of competent jurisdiction located in the State of New Mexico, and each Party hereby consents to the jurisdiction and venue of any such courts for such purpose.
- 14. **Standard Terms and Conditions**: This Statement of Work is subject to the Standard Terms and Conditions. Once this Statement of Work is executed by the Parties, the Statement of Work, including any subsequent amendments thereto, and the Standard Terms and Conditions together will comprise the agreement of the Parties. This Statement of Work shall be read so as to be compatible with the Standard Terms and Conditions. However, to the extent there is an irreconcilable conflict between the two, the conflicting provision set forth in the Statement of Work shall govern.
- 15. **Amendments**: This Statement of Work may only be amended or modified by a writing signed by both Parties.

Title: _____

Title: _____

EXHIBIT A

[To Be Provided]



APPENDIX I

State of New Mexico Public School Facilities Authority

Robert A. Gorrell, Director Tim Berry, Deputy Director

Santa Fe Office 2019 Galisteo Suite B-1 Santa Fe, NM 87505 (505) 988-5989 (505) 988-5933 (Fax)



Albuquerque Field Office 1312 Basehart Drive SE Suite 200 Albuquerque, NM 87106 (505) 843-6272 (505) 843-9681 (Fax)

May 3, 2012

Senator Mark Boitano 3615 Horacio Court NW Albuquerque, New Mexico 87111

Dear Senator Boitano:

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/Ed Spec) for the proposed New Mexico Connections Charter School. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to acknowledge that the Plan meets our requirements for FMP/Ed Specs submittal. In accordance with NM House Bill 283, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your plan and this letter. If your application is successful, we request that you send us the plan in a three-ring binder accompanied by an electronic version (either on disc or emailed).

Through our review of the FMP/Ed Spec, PSFA understands the following:

- Your school will be a virtual charter school in which students attend remotely via online classes. Students
 will not be present in your facilities except for very rare occasions. If there are any classroom spaces that
 will be utilized by the students at any time, they must meet the "E" occupancy requirements per the New
 Mexico Building Code.
- You plan to have a cap of 2,000 students and consist of grades K-12. You plan to serve students living
 anywhere within the State of New Mexico. The school will take the necessary steps to ensure that the
 students you serve are all New Mexico based students.
- Because your curriculum is based upon online instruction and students will not be in your facility, your facility needs include a typical office setting with room to accommodate 25-35 teachers and administrative staff (office layout includes cubicles, kitchenette/breakroom, conference room space and no classrooms).
- You have reviewed our adequacy standards, planning guide, and HB 283 (with the requirement that charter schools be in a public facility by 2015).

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 843-6272.

Sincerely,

John M. Valdez, AICP Facilities Master Planner

cc: Martica Casias, Planning and Design Manager

Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students educators

educators



State-Authorized Charter School Applicant Facilities Master Plan/Educational Specifications

Submitted

to

Public School Facilities Authority

Draft Submitted 4/2/12

Final Revision Submitted 5/7/12

State-Authorized Charter School Applicant Facilities Master Plan/Educational Specifications Checklist

GENERAL
☐ Clear and Concise
☐ Clearly presented major ideas
☐ Clearly labeled tabs
☐ Contact information
CHARTER SCHOOL OVERVIEW
☐ Year of the initial charter
☐ First renewal, if any

New Mexico Connections Academy (NMCA) is a proposed charter school with an anticipated opening Fall 2013 pending approval Fall 2012. The founding board anticipates using Connections Academy's educational products and services. The application will be submitted June 2012.

We acknowledge that we have reviewed the Statewide Adequacy Standards NMAC 6.27.30 and Charter-Alternative School Statewide Adequacy Standard Variance.

ACROYNMS/DEFINITIONS

☐ Abbreviations, acronyms, and uncommon terms identified

Definition of Terms: The description of the NMCA educational philosophy and program that follows includes some unique terminology, as defined below:

- Connexus © Education Management System (EMS): The platform for organizing and managing the entire Connections educational environment. This proprietary, web-based software, created by Connections Education specifically for K-12 online instruction, delivers every assignment and tracks every activity (whether conducted online or offline), monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge. Connexus operates within a very secure and robust technology infrastructure which protects all data from loss and intrusion while maintaining a safe environment in which students, parents, and teachers can interact with each other. Parents and students must access the online EMS to organize, document, and interact in the learning experience, ensuring an unprecedented level of time-on-task documentation.
- Learning Coach: A parent, extended family member, or similarly qualified adult designated by the parent/guardian who works in person with the Connections student under the guidance of the licensed professional teacher. The Learning Coach and student interact with the teacher via telephone, WebMail message (see below), LiveLesson sessions (see below), and a rare in-person meetings. The school provides ongoing training to help Learning Coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so.
- **LiveLesson® session:** A real-time web conferencing tool that allows teachers to work synchronously (in real time) with individual or groups of students using voice over IP, chat,

electronic whiteboard, and shared web surfing based on Adobe® ConnectTM.

- Multi-tiered Intervention: Connections employs a multi-tiered intervention model so that every student has access to the resources they need to be successful: Tier 1 Core Instructional Program; Tier 2 Supplemental Programs and Supports; Tier 3 Alternative Programs. The school's Student Support Team meets regularly to discuss students who are struggling academically to develop an intervention plan and strategies for improvement.
- **Personalized Performance Learning**TM: The instructional process used by Connections to create a unique learning experience for each student. This process begins during enrollment when counselors review students' past records and performance to properly place them in the program, and also includes a "Personalized Learning Plan" developed collaboratively by the teacher, Learning Coach, and student for each student to maximize achievement and to tailor curriculum and instruction in keeping with this plan. Throughout the year teachers monitor students' progress and make adjustments to their learning programs to focus on areas where students need to improve and to build on students' strengths.
- **STEM:** A highly focused curriculum that centers around Science, Technology, Engineering, and Mathematics (STEM) in an academically challenging, yet engaging way. It seeks to develop future engineers, scientists, mathematicians, technologists, medical personnel, and other professionals which require an intensive focus in the STEM fields.
- Student Status/Escalation Process: Connections tracks and reports ongoing student progress based on the objective numeric data generated by the EMS. This is currently analyzed in four to five areas, including attendance, participation, performance, assessment submissions, and contact with the teacher. The status is displayed on the Learning Coach and teacher home pages for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than 'On-Track' in order to ensure students continue to gain the full benefits this educational option and are being educated appropriately through this unique school choice.
- WebMail: The proprietary private email system included in the EMS. Because this system is
 "closed," Connections Academy students, Learning Coaches and teachers may only use it to
 communicate with each other, and are protected from spam, contact from strangers, and other
 mainstream email issues.

1. GOALS / MISSION

1.1.1 Mission

☐ Describe the desired state of *school's* educational programs

The mission of New Mexico Connections Academy (NMCA) is to leverage 21st century education resources on behalf of students who need a more personalized approach to learning to maximize students' potential and meet the highest performance standards including a STEM (Science-Technology-Engineering-Math) school-within-a-school academy. The vision of NMCA is to reach students throughout New Mexico for whom a cutting-edge virtual approach provides the very best pathway to school success – students who are currently not well served by any existing education option. This mission and vision will be accomplished through a uniquely

individualized learning program that combines the best in full time virtual education with very real connections among students, family, teachers, and in the local and statewide community to promote academic and emotional success for every learner.

1.1.2 Describe the general educational philosophy

NMCA is a high-quality, high-tech, high-touch virtual "school without walls" that brings out the best in every student through Personalized Performance Learning. Every NMCA student will have a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. NMCA will embody multiple hallmarks of excellence: a rigorous, proven K-12 virtual curriculum that is aligned to Common Core and New Mexico Content Standards; top-quality teachers who are New Mexico-certified, highly qualified under NCLB, and specially trained to excel in a virtual environment and STEM content; a unique Education Management System (EMS) designed specifically for this K-12 virtual school to provide 360-degree accountability through comprehensive data collection, analysis and reporting; and use of a nationally recognized virtual school program that is first of its kind to be accredited by AdvancED (formerly the Commission on International and Trans-Regional Accreditation) and has an established track record in increasing academic achievement for previously low-performing students.

NMCA believes that children in the 21st century must become literate and articulate, mathematically competent, scientifically and technologically adept and have the opportunity to develop their creative and physical abilities. NMCA recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated and age-appropriate while at the same time aligned to state and Common Core academic content standards. It seeks to engage students, including in the STEM areas, and encourage them in their post-secondary careers. NMCA will strive to provide a critical foundation for academic and lifelong success.

1.1.3 Serving the Community

☐ Describe the desired interaction with school's community

Real connections are an important component at NMCA so all students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include regular field trips and community outings facilitated by the NMCA Community Coordinators – parent volunteers whom NMCA supports in organizing such activities for families who live in their nearby community.

Field trips anticipated for New Mexico families include visits to the State Capitol in Santa Fe; The National Museum of Nuclear Science & History in Albuquerque; White Sands National Monument at Holloman AFB; the Bradbury Science Museum in Los Alamos; and the Fort Union National Monument in Watrous. Technology related activities include Book Club, Environmental Club, Robotics Club, Debate Club and Student Literary Magazine to name just a few.

Parents and family involvement is absolutely central to the NMCA Charter School model. There are many benefits to parent involvement in education. Parent participation in a child's education can lead to:

- Improved grades and test scores
- Higher graduation rates
- Greater enrollment in post secondary education

Parents are crucial to the planning process of the school, as well as its operation. Interested parents have already played an important role in encouraging the formation of the school, and will remain involved leading to the school's opening. Without any formal outreach, over 2,000 families have requested the Connections program in New Mexico. Parental feedback is also an important hallmark of the school's outreach and information sessions in the community. The school will take full advantage of this valuable communication with families to ensure that the school reflects their unique needs and creative ideas.

The community in NMCA consists of the teachers, staff, administration, students and the Learning Coach. The Learning Coach can be a parent, extended family member, or similarly qualified adult designated by the parent/guardian who works in person with the Connections student under the guidance of the licensed professional teacher. The Learning Coach and student interact with the teacher via telephone, WebMail, LiveLesson sessions, and the rare in-person meeting. The school provides ongoing training to help Learning Coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so. This greater school community is an integral part of the learning process.

In addition to involvement focused on their own children's learning needs, NMCA Charter School parents will have multiple opportunities to shape the overall school experience such as parent representation on the governing board, ad hoc board committees, community coordinators, and providers of ongoing, action oriented feedback.

NMCA Charter School Community Coordinators and staff will reach out to community-based organizations and businesses to coordinate face-to-face community service and field trip opportunities for students. In addition, the school Counselor will work with post-secondary institutions to arrange college explorations for NMCA Charter School students. The school will draw upon the deep and diverse community connections represented on the Governing Board – whose members represent business and education entities across the state and beyond – to ensure that NMCA Charter School students have multiple opportunities to benefit.

With a focus on Science-Technology-Engineering-and-Math, the greater science, technology, engineering, and math community will be invited to speak at specialized lectures, participate in field-trips, and be involved in other curriculum-based lessons.

NMCA redefines the physical boundaries of school and community and lives it out in the community.

1.2 Process

1.2.1 Describe process for data gathering and analysis

The school anticipates limited capital needs except for the initial build out of the facility which would include furniture and workstation materials. The founding board member and facilities expert were chosen based on their skill set and experience. Parental input and participation are important to the success of the school and is encouraged through school committees, community coordinators, feedback through the StarTrack System and External Evaluation, fieldtrips and other activities.

As a virtual charter school, NMCA Charter School will also gather, monitor, analyze and report more granular data about its effectiveness than most traditional, brick and mortar schools find necessary. The unique Education Management System designed specifically for this K-12 virtual school is intended to provide 360-degree accountability through comprehensive data collection, analysis and reporting to all stakeholders.

With high-quality curriculum and strong accountability measures integrated throughout the NMCA Charter School program, student's academic success is consistently monitored, evaluated and a point of focus for all the stakeholders-parents, teachers, students and administrators. The school's performance will be measured and communicated continuously to parents and reported monthly to its Governing Board.

Additionally, the Board is responsible for ensuring that all aspects of the financial and programmatic accountability systems fulfill NMCA Charter School's obligations to the Charter School Division of the New Mexico Public Education Department.

Specific plans for monitoring and reporting on the effectiveness of curriculum, instructional methods and practices during Year 1 follow:

- <u>Student achievement</u>. One of the important measures of accountability will be student achievement. NMCA Charter School will measure student achievement through a number of lenses: measurable learning gains, performance on the state standardized tests, and meeting or exceeding Adequate Yearly Progress (AYP). Student performance, as measured through internal assessments in the EMS, is reported to the Governing Board.
- <u>Stakeholder feedback</u>: One of the many invaluable elements of Connections continuous improvement process includes the regular feedback that received from our stakeholders (parents and students), a proprietary system called "StarTrack" (as described above). This integrated rating system allows every NMCA Charter School student (along with every Learning Coach) to rate each lesson from a low of one star to a high of five stars.
- Parent satisfaction. NMCA Charter School families will be given an annual opportunity to participate in a thorough parent satisfaction survey, conducted by an independent market research firm. The school's goal is that at least 90% of families rate the school an "A" or a "B." The survey results are reported to the Governing Board and all stakeholders.

- School growth. NMCA Charter School has a plan for school growth that is both scalable and thoughtful, wanting to offer this program to as many students as possible each academic year while growing the program in a fashion that positions both the students and the school for future success. The schools hopes to grow from 500 students (Year 1) to up to 2,000 (Year 5) through a combination of parent outreach, serving its existing families well (student retention), and strong word-of-mouth (current families attracting new families).
- Compliance with state law. The school will measure itself against compliance with New Mexico state law regarding public education, charter schools specifically under the Charter School Act, 2011 NMSA 1978 (unannotated)/NMSA 1978 (unannotated)/CHAPTER 22 Public Schools /ARTICLE 8B Charter Schools, and other objective compliance criteria. This compliance will include the timely and accurate reporting of required state data.
- **Fiscal accountability.** The school is fully committed to fiscal accountability. Its budget reflects its commitment to cost control, responsible growth, and regular audits.

1.2.2 Authority and Facilities Decision Making

 \Box Identify individual representing the school authorized as contact on issues and questions related to this submission

Mark Boitano, BOITANOM@aol.com

☐ Identify process for capital planning and decision-making

The governing body of the charter school is responsible for the policy decisions of the school. The NMCA Governing Board shall meet regularly (approx. 10 times per year) in open, public meetings to fulfill its duties, and may from time to time create subcommittees or task forces to carry out special tasks. Special and emergency meetings shall be held as needed. All meetings involving a quorum of the Governing Board shall be noticed and conducted in accordance with the Open Meetings Act. The Governing Board shall keep written or digital or tape recorded minutes of all its meetings. The minutes shall include, at a minimum, the date, time and place of the meeting, the names of members in attendance and absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. Draft minutes shall be prepared within ten working days after the meeting and shall be approved, amended or disapproved at the next meeting where a quorum is present. Minutes shall not become official until approved by the Governing Board. All minutes shall be made available for public inspection.

The NMCA Governing Board is ultimately responsible for the overall financial management of the school. The Board will designate one of its members to serve as the Treasurer of the school. This individual will have a financial background to enable him/her to perform this function. The Treasurer and the entire Governing Board will participate in regular board training with an emphasis on fiscal management and oversight and will ensure that the Business Administrator participates in NM PED charter school training, when appropriate.

NMCA will follow these detailed fiscal procedures, which comply with Generally Accepted Accounting Principles (GAAP) and will ensure sound financial management.

Budget process: The school will begin the annual budgeting process each February, beginning in 2013, with an enrollment target set by the Governing Board. The school's Business Official will coordinate the development of revenue and expenditure assumptions based upon this enrollment target. This will be a very iterative process and involve the appropriate stakeholders—Business Official, Governing Board, Principal, teachers, and others. Once an initial budget, based on planned events, has been drafted, it will be tested against a lower enrollment level to ensure the school can withstand lower-than-expected enrollment. As more information is learned, assumptions will be revised and the impact discussed with the Governing Board.

NMCA follows a detailed annual budget development process:

- Starts in February with Board-set Enrollment Target
- Key Assumptions are Determined
 - ✓ Student:teacher ratio
 - ✓ Teacher compensation (base salary, merit increases, new positions)
 - ✓ Physical expansion
 - ✓ New initiatives (e.g., additional grades)
 - ✓ Per pupil funding rates regular ed, special ed, add-ons
- NMCA Business Official Develops a Draft Budget
 - ✓ Very iterative process
 - ✓ Includes a financial narrative that explains all of the key assumptions and results
- Board Designates Individual(s) to Review Draft Budget and Narrative
 - ✓ Usually done via one or more conference calls
- NMCA Business Official Presents Revised Draft Budget to Board for Adoption
- NMCA Business Official will Revise Budget at Start of School
 - ✓ Reflect updating of key assumptions like enrollment and actual salaries
 - ✓ Board may elect to adopt this revised budget as its official school budget for the year

☐ Identify how community input is considered

NMCA offers multiple Information Sessions –in person and "virtually," using its LiveLesson® technology – for families throughout the state. Families are notified of the *Information Sessions* via email, earned media in newspapers across New Mexico and flyers distributed in local communities. NMCA uses these sessions to provide a complete array of information about the different ways parents can get involved (as described above), its program, including its curriculum, teaching methods, and technology resources.

Outreach to business and community members began in response to groups and individuals in NM requesting interest in improving educational options for students throughout New Mexico on the Connections website and via the phone.

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o identify members of the steering committee

Senator Mark Boitano, <u>BOITANOM@aol.com</u> Bob Pouliot, <u>rpouliot@connectionseducation.com</u>

2. PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs Overview

☐ Provide overview of proposed educational programs and facilities (if applicable)

As a virtual charter school, NMCA will not require a physical facility for students for their day-to-day learning. Students will work from the setting of their families' choice, such as the home or a supervised community location.

NMCA will lease permanent office space for administrative and teaching staff, to serve as a "teaching center" where the school's administrative and teaching staff will work, which may also serve as a resource center for students. The initial physical facility will need to be flexible for growth and future needs.

In addition, the teaching center will include at least one conference room with doors for use in IEP conferences and other special education related activities by the NMCA staff.

Parent involvement is paramount to the school's educational philosophy. This involvement includes supervising lessons to participating in field trip planning, to collaborating with our teachers. Parents do not need to work from the teaching center and can communicate with the teacher primarily via email or phone.

\Box Identify and describe any potential shared/joint use facilities with public or private entities

NMCA will analyze locations, including any potential shared/joint use facilities, based upon criteria needed to run an effective virtual school. The following are some of the criteria NMCA will use to analyze facilities:

- Central location
- Easy access from major roadways, allowing students and staff from various areas to reach it easily. The facility will have adequate space for teacher cubicles, a Principal's office, a conference room, and a break room/kitchenette.
- The facility will have a certificate of occupancy, be air-conditioned, heated and illuminated with fluorescent lights, provide male and female bathrooms and parking, will be handicapped accessible, and will be fully equipped with sprinklers and other fire safety equipment.
- The facility will provide the necessary infrastructure to support the required computer network.
- The school estimates approximately 125 square feet per person to meet its minimum requirements, allowing for necessary common space, egress, typical build out for conference room and kitchen(ette).

- Office space is in compliance with or capable of modification to bring it into compliance with all local building, zoning and health and safety requirements.
- Office is located close to at least one main thoroughfare to allow for ease of access by teachers as well as by visiting students and parents.
- Office meets all local minimum Americans with Disabilities Act (ADA) standards.
- Office has ample parking accommodations.
- Office is available to move-in within 3-6 months from the date of search.
- Office is comprised of approximately 20% office space and 80% open area for cubicles. Because students will be present in the school headquarters only on the rare drop-in basis, and will not gather there for instructional activities, no special zoning will be required beyond standard commercial use.
- The NMCA school administrative assistant and the locally based teaching staff will work from this facility. Some staff members may work from remote locations and will report to the principal regularly. Because of the technological infrastructure in place, providing long distance support will be both effective and efficient. In addition, in the future, the school may open additional resource centers statewide if there is a need for them as determined by input of staff and families and upon consultation, review, and approval by PSFA. NMCA will provide all required notification to the district of all facilities that it operates.

☐ Describe the school's proposed instructional program

New Mexico Connections Academy believes that children in the 21st century must become literate and articulate, mathematically competent, scientifically and technologically adept and have the opportunity to develop their creative and physical abilities. NMCA recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated and age-appropriate while at the same time is aligned to state and Common Core academic content standards. It seeks to engage students, including a focus on STEM, and encourage them in their post-secondary careers. NMCA will strive to provide a critical foundation for academic and lifelong success.

□ Describe the general instructional organization (grade levels, groups, academies) NMCA will serve students in grades K-12. The school staff anticipates a 40-to-1 student-to-teacher ratio in the elementary grades and a 35-1 student-to-teacher ratio, in the middle and high school grades pending a waiver request. The traditional sense of class periods, and bell schedules does not exist in a virtual classroom. The founding board anticipates using Connections educational products and services.

The Connections program offers a multi-tiered intervention model so that every student has access to the resources they need to be successful. Students who qualify will be eligible to receive technology resources, including computer and Internet connection. In addition, the multi-tiered intervention consists of: Tier 1 – Core Instructional Program; Tier 2 – Supplemental Programs and Supports; and Tier 3 – Alternative Programs. The Student Support Team may recommend placement of a student into Tier 2 for a specified period or longer-term placement into Tier 3.

Prior to third grade, younger gifted students benefit from advanced courses and lesson plans

customized to their abilities. Beginning in third grade, gifted and talented courses are offered in language arts, mathematics and science (grades 3–8). These challenging courses give students more opportunities to interact with specialized teachers, take part in special projects, and develop higher-level thinking skills.

Connections' curriculum challenges gifted high school students to stretch their abilities and sharpen their critical thinking skills. With a wide array of honors courses, the budding historian or writer is engaged as well as the math whiz and scientist. With eighteen Advanced Placement (AP) courses ranging from Art History to Macroeconomics to World History, students are prepared for the national AP tests that can earn them college credit.

If allowed, advanced students also may take courses at a local university and earn credit toward both high school graduation and college. For the STEM students, additional and advanced coursework will be offered.

Neither regular education, gifted education, nor special education students will be present in the teaching center on a regular basis. Students will work from the setting of their families' choice and will be provided with appropriate resources in order to insure their success.

☐ Describe scheduling approach (periods, block schedule)

All daily lesson plans are provided to students and families online, directing them step-by-step through use of the comprehensive set of online textbooks, physical trade books, manipulatives, and consumables that NMCA ships to them. Periods in the traditional sense do not apply in a virtual classroom.

NMCA students who enroll in the K-8 program and elect to continue into high school will notice that the high school introduces increased structure and a pacing system that encourages all the students in a single class to move forward at a similar speed. The Connections high school program includes a significant amount of computer-facilitated learning. As noted previously, while hard copy textbooks are provided in some courses (generally along with an enhanced online version of the text as well), students may also take several courses that are completely online. Unlike the K-8 program with is largely asynchronous/user scheduled (which means parents set the schedule and lessons can be done in any sequence and pace), in high school the pacing for core courses follows an asynchronous/fixed schedule (which means that the schedule is fixed and students must all move at a similar pace). This does not take away the ability of NMCA teachers to personalize the curriculum for students; however, it does add accountability, structure, and significant peer interaction that is necessary for a quality high school program.

☐ List anticipated special curricular and ex	tracurricular activities to be accommodated in
the facility, if any	
N/A	

2.1.2 Anticipated Changes in Programs (THIS SECTION IS NO LONGER REQUIRED BUT WE WANTED TO INCLUDE IT)

☐ Identify projected changes in programs that impact use/need for facilities

NMCA teachers will educate students both remotely and from a "teaching center", where the school's administration, some teachers, and staff are located. This mix of remote and office-based teachers provides maximum flexibility to handle changes in program needs. NMCA will expand and shrink its remote teacher base and, in the event of growth, will either expand its teaching facility or add teaching center(s) in other New Mexico localities.

☐ With regard to School Size, Class Size, Grade Level Configuration, Schedule Discuss opportunities for continuing or increasing shared/joint use in the future

The growth plan for NMCA is scalable and thoughtful but may require a change in facilities based upon growth in student enrollment and the appropriate student-teacher ratio balance. One of the benefits to full time virtual education is the ability to quickly react and adapt to changing needs. Since teaching and learning can occur anywhere and are not bound by geographic limitations, it is critical that flexibility be built into the system and infrastructure to adapt to changing student learning needs.

One possibility that may be considered based upon enrollment, demand, and interest in the STEM academy within the virtual school is a mobile STEM lab. This mobile STEM lab will travel throughout New Mexico into rural and urban communities and provide a geographic hub for hands-on science, technology, engineering, and math instruction. NMCA may partner with local Universities or community organizations for several integrated activities, such as a Sweet Sciences event—where students participate in science labs regarding the science of taste or a BioTech Showcase. Other notable partnerships may include the Boy Scouts and Girl Scouts of America who may utilize the mobile classroom's technologies to learn about the environment and STEM in the community.

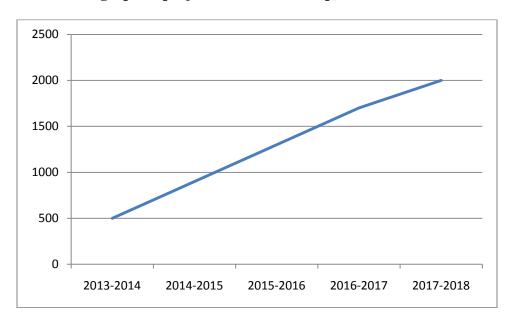
2.2 Proposed Enrollment

2.2.1 Indicate proposed enrollment cap

The proposed enrollment cap is 2000 students at the end of five years.

2.2.2 Describe any plans for phased enrollment

☐ Provide a graph of projected enrollment cap, if incremental



\Box Identify by grade level, the five-year post occupancy projection of attendance to be accommodated by any proposed facility

As mentioned in 2.1.2 above, NMCA will employ a flexible teaching model whereby teachers can educate students remotely, from the primary teaching center, or from multiple teaching centers. This maximizes expansion and contraction potential, as needed, and eliminates the need for excessive, under-utilized space. Teachers working remotely provides more local services, the ability to conduct local field trips and info sessions, allows more personalized support and assistance, local representation, and the ability to assist in state testing efforts. Allowing teachers to work from remote locations can also make it easier to hire the best teachers and locate critical teaching resources.

2.2.4 Classroom Loading Policy

☐ Identify anticipated class loading requirements or district policy

The school staff anticipates a 40-to-1 student-to-teacher ratio in the elementary grades and a 35-1 student-to-teacher ratio, in the middle and high school grades pending a waiver request. The traditional sense of class periods, and bell schedules does not exist in a virtual classroom.

2.2.5 Classroom Needs

☐ Identify anticipated classroom needs, including the number of classrooms	s to
accommodate the projected enrollment. Provide supporting analysis.	

As previously mentioned, the virtual school model does not require specific classrooms in the facility. Accommodation of teachers is the primary concern from a facilities perspective, and NMCA's flexible model allows expansion and contraction as needed throughout the charter period.

☐ Itemize the quantity	and sizes of other spaces	s required to accomm	odate the instructional
program			

Not applicable

2.3 Site and Facilities

2.3.1 Location/site

☐ Include Map(s) which identify the location of any existing and proposed facilities Query survey attached.

☐ Provide a description of sites and facilities, existing or proposed

The site/facility for NMCA teachers and staff will be a typical office building in a safe, easily accessible area. The description of sites/facilities is more completely captured in Section 3 below.

2.3.4 Facility Evaluation (If Applicable)

☐ Provide a Summary of the facility condition evaluation (FAD Executive Summary Report)

A summary will be prepared following evaluation and selection of the appropriate facility for NMCA operations.

o Has PSFA evaluated the proposed facility for code and adequacy? If so, summarize PSFA/Code analysis of any existing facilities that are proposed for future use and include in this section.

Since the facility has not yet been selected, PSFA has not evaluated the facility. Given that the facility will house teachers and staff, NMCA does not believe PSFA/Code analysis is required for the facility and a waiver is warranted from those requirements. Students will rarely, if ever, enter the office space.

3. FACILITY REQUIREMENTS (Ed Spec)

3.1 Facility Goals and Concepts

3.1.1 What are your goals to be met by your school facility? ☐ Outline plan for being in a public building by 2015 in compliance with HB-283.

Upon approval of the charter, we will investigate and examine facilities that meet the 2015 requirements and our site requirements as outlined in this document with the intention of meeting the requirements. If we are unable to identify suitable facilities, then we may seek a waiver based upon a thorough investigation of sites.

3.1.2 Concepts

☐ Identify and describe major facility goals and concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs

NMCA will lease space in a typical office building, through a standard, negotiated office lease, and this space will be used to house teachers and staff. From this space, and from remote locations for remote employees, NMCA teachers will teach students virtually. Students will rarely, if ever, enter the office space.

As previously mentioned, accommodation of teachers is the primary concern from a facilities perspective, and NMCA's flexible model allows expansion and contraction as needed throughout the charter period.

NMCA does not anticipate community use and foresees no additional issues that would lead to special considerations. Requirements for the selected site, including safety and security, are discussed below.

3.2 Space Requirements

3.2.1 Space Summary

Provide a summary list of all individual space needs and sizes.

The facility selected for NMCA operations will be approximately 5,000 SF in size and will be located in standard office space, typically Class B. NMCA will enter into a 3-year lease with extension options at NMCA's election. Key factors considered in the selection process include but are not limited to:

- ADA compliance
- Suite layout
- Stability of Landlord
- Ability of Landlord to provide a turn-key solution
- Cost on an annual and a full term basis
- Security for both the facility and the surrounding area
- Safety for teachers and staff
- Ease of access (location) for teachers and staff
- Special termination provisions in the event of charter suspension or revocation
- Technology availability, including bandwidth for school operations
- Lighting (natural and otherwise)

3.2.2 Describe site requirements Spaces

☐ Provide a graphic diagram illustrating the relationship between the program areas To be determined once site is selected.

4. CAPITAL PLAN

Our build-out will be a straight office environment. We always work with landlords that provide a turn-key solution with standard building finishes, so we simply provide a CAD test fit and the landlord's prepare the space for us pursuant to that test fit. Given this method of securing space, our capital plan is primarily providing the space layout and understanding the landlord's amortization schedule for tenant improvements. (See Appendix).

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table □ Provide a table summarizing characteristics of site and facilities See office space characteristics in 3.2.1 above. □ Name of facility o State identification number - To be determined o Physical address - To be determined

- o Date of opening Approximately 1 month before school start date
- o Dates of major additions and renovations Not applicable
- o Facility Condition Index (FCI) and N.M. Facility Condition Index (NMCI), if available Not applicable
- o Site owned or leased Leased
- o Total building area gross sq/ft. To be determined
- o Site acreage To be determined

- o Total number of permanent general classrooms None. Facility will not house students.
- o Total number of permanent specialty classrooms None. Facility will not house students.
- o Total number of portable classrooms None. Facility will not house students.
- **o Total number of classrooms** None. Facility will not house students.
- o Percentage of portable classrooms compared to total number of permanent classrooms Not applicable
- o Total enrollment current year (40th day count), if available (may not be available for a newly chartered school) Not applicable.
- o Number of gross sq. ft per student per school facility Not applicable

5.2 Site Plan

☐ Scaled School Site Plan

Will be provided on site selection

5.3 Floor Plan

☐ Scaled school floor plan(s) with rooms numbers to match inventory

Will be provided on site selection

☐ FAD forms updated

Not applicable

5.8 Detailed Space and Room Requirements (Ed Spec), if applicable

Not applicable

5.8.1 Technology and Communications Criteria

Not applicable for students. Facility and site will have sufficient technology and bandwidth for teacher/staff operations.

5.8.2 Power Criteria

Not applicable for students. Facility and site will have sufficient power capability for teacher/staff operations.

5.8.3 Lighting and day lighting Criteria

Not applicable for students. Facility and site will have sufficient lighting for teacher/staff operations.

5.8.4 Environmental Conditioning Criteria

Not applicable for students. Facility and site will have sufficient conditioning for teacher/staff operations.

5.8.5 Classroom Acoustics Criteria

Not applicable for students. Facility and site will have sufficient acoustics for teacher/staff operations.

5.8.6 Furnishing and Equipment Criteria

Not applicable for students. Facility and site will have sufficient furnishings and equipment for teacher/staff operations.

5.8.7 Table types

Not applicable for students. Facility and site will have sufficient tables/work surfaces for teacher/staff operations.

5.8.8 Storage types

Not applicable for students. Facility and site will have sufficient storage for teacher/staff operations.

5.8.9 Criteria Sheets

See attached.

5.9 Submission

- 5.9.1 Final hardcopy placed in a three-ring binder.
- 5.9.2 Final electronic copy.

Appendix to Facilities Application

1. From your end, does the teacher deliver instruction out of a single office or does he/she require a specialized type of computer lab space? Does the teacher have both a cubicle and a space where they actually teach?

The teacher delivers instruction typically from a workstation out of the teaching center or, where appropriate, from a remote location. The teacher requires a telephone and basic technology including a computer and Internet access.

2. For those rare times when the Learning Coach needs to meet with a teacher, does the school require any type of specialized conference space or will the teacher office/cubicle suffice?

The teaching center will include at least one conference room primarily used for IEP meetings and by Special Education staff. However, the space is available for teachers to use for meetings with parents when needed. Parents and teachers may also meet at the teacher's workstation.

3. Specialized space needed to house servers, computer hardware – what kind of needs do you have for those spaces? Are there any special requirements for this space beyond what typical office space contain?

The teaching center will include an IT room/storage space. The school-based needs are minimal and simple – just a server and some phone system hardware. No stand-alone air conditioning is required.

4. Can a student outside the office where the school is based attend the school (i.e. if the school's home base is in Albuquerque, can a student from Las Cruces (3.5 hours away) attend the school?

Students throughout the state are eligible to attend because of its virtual nature, but students will not be in actual attendance at the teaching center. They are always welcome to meet their teacher or the principal at the teaching center or at field trips.

5. What is the anticipated FTE for the school?

The first year enrollment is anticipated to be 500 students growing responsibly to 2,000 students within five years.

6. Section 1.2.1. We may need to rewrite this part of the checklist on our end. The school provided a good answer to this question but our intent with this question is how the schools gather data for the plan (i.e. use of public meetings, community steering committee meetings, student focus groups, etc...) and how the school will utilize such data gathering methods in terms of future capital needs.

The Plan identified two people for the steering committee and has said that steering committees will be utilized as needed. Will the school allow students, parent, and staff members to sit on steering committees as well, particularly when discussing capital needs?

The school anticipates limited capital needs except for the initial build out of the facility which would include furniture and workstation materials. The founding board member and facilities expert were chosen based on their skill set and experience. Parental input and participation are important to the success of the school and is encouraged through school committees, community coordinators, feedback through the StarTrack System and External Evaluation, fieldtrips and other activities. (Included in Section 1.2.1)

- 7. **Projected Conditions** 2.1 the school will require at least 1 conference room. Since parent involvement is paramount in the school's educational philosophy, it seems like the school will require a parent workroom in the building it chooses as well as a conference room. Or will parents ever need to have access to your offices according to your model?
 - Parent involvement is paramount to the school's educational philosophy. This involvement includes supervising lessons to participating in field trip planning, to collaborating with our teachers. Parents do not need to work from the teaching center and can communicate with the teacher primarily via email or phone. (Included in Section 2.1)
- 8. We appreciate the student projection but in your case, it may be useful for us to get a staff projection as well since the staff will be ultimate and only users of the building. The projection is for 2000 students. What is the corresponding staff needs to serve 2,000 students?
 - In the proposed initial facility, 25-35 personnel will be accommodated, which will include teachers, staff and school management personnel. As the school grows, some effective teachers who started teaching in the facility may begin to work remotely, and some new teachers will work remotely to insure geographic representation; however, all will continue to report and be supervised by the principal regularly. The technological infrastructure in place allows the teachers to work from different locations and not impact student learning. We recognize, however, that all teachers may not be equally capable to work from a remote environment, so in the event our "in office" teaching staff exceeds the space allotted in our planned facility we will either expand our facility, move to a larger (but similarly equipped) space, or open satellite office(s) to accommodate the requisite growth in office-based teaching staff.
- 9. So if I understand correctly, the school will consist of one primary teaching center and regional or multiple sites (if needed). Do you have breakdowns of the number of staff that will be required at the primary teaching center and how many might be needed at the remote centers? Will the school require a full time IT person or does it anticipate contracting those services out?
 - The school will implement a remote teaching model, as described above. The facility will accommodate 25-35 personnel with additional staff working out of their homes or a satellite office. No full-time IT person will be required. The EMO partner has an extensive IT and tech support staff in Maryland. We do not anticipate contracting out IT services except on rare occasions. Nearly all IT actions can be handled either remotely or with communications between the EMO's IT group and school staff."

10. Under program, we typically ask for grade configuration and any special academic program that the school may provide. We know that you will serve K-12 and I believe you will have a gifted program. Are there any other programs that the school will provide?

Initially the school will offer gifted, STEM, and ELL programs in addition to regular and special education.

11. In the event that you decide you will need to open resource centers, we would want the school to communicate with us and our Regional Manager in the areas you consider.

Agree and we plan on using that approach.

12. The school will not have class periods or bell schedules. Could you explain how the day is structured? Does it depend on the individual student?

The mission of New Mexico Connections Academy is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

At New Mexico Connections Academy, each student receives individualized instruction, including lessons tailored to that student's academic strengths and weaknesses.

Through a Personalized Performance Learning® (PPL) approach—a dynamic process through which the student's strengths and needs are evaluated- individual approaches are developed that work for the student along with the curriculum—all year long

The course offerings will allow for both self-paced and structured learning, and include core lessons, as well as supplementary practice modules. The instruction combines individual study with interactive group sessions. In addition, both cutting-edge online resources and the most highly rated and time-tested textbooks and materials are used throughout the program.

Student exchange and interaction is a critical part of the overall instructional process. While most of the instruction is asynchronous (supporting anytime/anywhere learning), students also participate in a live online virtual classroom environment through LiveLesson® technology.

A sample day might look something like this:

8:00 A.M.	Parent/Learning Coach logs onto her home page on Connections Academy's		
	proprietary Education Management System to download her two children's lesson		
	plans, review the planning calendar, and check school email and		
	announcements. She adds any personal goals or thoughts for the day.		
8:30 Mornings are great for core academics, so both the kids work on math. A			
	20 – 40 minutes on a topic keeps everyone fresh, but each family will fine tune		
	this as they determine what works best for them.		
9:00	Parent/Learning Coach has reading time with the youngest child, while the		
	oldest child works on a special project.		

10:00	Parent/Learning Coach and students take a break!			
10:30	It's science lab day – students will interact with Connection's own Lab			
	Investigator – virtual rock lab. Other times it's language arts, writing or			
	spelling, music or an art project.			
11:30	Parent/Learning Coach calls her child's state-certified teacher with a question			
	about tomorrow's language arts assignment.			
12:00 noon	Lunch time. Students move away from the classroom area to break up the day			
	and get ready for the afternoon.			
1:00 P.M.	Field trip. The Connections Academy Community Coordinator works with			
	parents to set up interesting and relevant field trips and projects in their			
	communities.			
3:00	Parent/Learning Coach and students are back at home, and begin special			
	projects, which might be a research paper, preparation for an oral presentation			
	or working with other students over the Internet. The parent or Learning Coach			
	and Connections Academy certified teacher ensure that all student activities are			
	designed to fit the age, interests and capabilities of each child.			
4:00	School ends. The Connections Academy family's day was successful and was			
	tailored to meet each child's unique learning needs. Connections Academy			
	makes staying on track easy, with its Education Management System and tools,			
	such as calendar, assignment tracking and reporting systems.			

13. For grades K-8 program, if parents set the schedule, does the school put parameters on the times when the staff is available (i.e. hours of operation). Will all the staff members need to be present at the same time? Or can staff work in staggered hours – important because it could impact the amount of space you will need.

The staff members will be available during regular school hours (typically 8am-4pm) Monday through Friday. The parents and students may choose to work on their lessons outside of those hours/days, which is one of the many benefits of virtual learning!

14. The school's enrollment cap will be 2,000 students. Can the school anticipate the breakdown among grade levels (i.e. how many will be K-8, high school and based upon experiences in other places)?

Kindergarten	80
First	80
Second	80
Third	100
Fourth	120
Fifth	160
Sixth	200
Seventh	220
Eighth	240
Ninth	260

Tenth	200
Eleventh	160
Twelfth	100
Funded Enrollment	2,000

- 15. In lieu of classroom quantity and sizes, it might be good for the school to describe its office/cubicle needs. It has identified that it will need a principal's office, cubicles, and conference room. It might be useful to know:
 - o Office configuration; a primarily open configuration is planned with a few offices, break room, conference room live lesson room and workstations. (see sample configuration)
 - o Estimated FTE breakdown (for 2,000 students) with 25-35 staff at the teaching center and the rest of the staff working remotely.

Staff	Staffing
Instructional Staff	
Elementary Teachers (K-5)	14
Secondary Teachers (6-12) Math	9
Secondary Teachers (6-12) Science	7
Secondary Teachers (6-12) Social Studies	7
Secondary Teachers (6-12) Electives	7
Secondary Teachers (6-12) Language Arts	9
Special Ed Teachers	4
Advisory Teachers/Counselors	7
Subtotal Instructional Staff	64
Administration	
Principal	1
Assistant Principal	3
Special Ed Director/Mgr.	1
Manager of Counseling Services	1
Administrative Assistant	5
Business Manager	1
Subtotal Administration	12
TOTAL STAFF	76

o Number of cubicles needed and anticipated size; In our initial space, we expect to accommodate 25-35 personnel, of which 80% or more will be in workstations. Our standard workstations are 6' x 6'.

- o Server room needs; Minimal. Will likely be combined with storage and will be 50-75 SF in size
- o Will there be a need for a kitchenette or breakroom; Yes, this is part of our typical layout
- o Conference room space size; Depending on space and configuration, 250-300 SF
- 16. Would it be possible to provide a quick sketch or even bubble diagram that shows how your space will be arranged. It can be very conceptual and could be based on other schools in other states. It does not have to be detailed and it does not have to be a computerized generated diagram.
 - Every space is different and highly dependent on space parameters, but we have attached a couple of actual spaces from other Connections' schools. See attached Sample configurations.
- 17. School will request a waiver of PSFA Code Analysis since there will be no permanent students and it will be rare for students to visit the offices.
- 18. To meet the public building requirement, the school may want to explore office space in the UNM Science and Business Park.

We appreciate this idea and input. Upon approval of the charter, we will investigate and examine facilities that meet the 2015 requirements and our site requirements as outlined in this document with the intention of meeting the requirements. If we are unable to identify suitable facilities, then we may seek a waiver based upon a thorough investigation of sites.

Capital Plan – You asked for more information as to what we are looking for in this section

19. A capital plan would be any remodel/renovation, or additions that a building may need to carry out its academic program. You may want to answer this based on your anticipated needs in a facility and any renovations or additions you may require should you need to re-arrange or reorganize your space. You can also think about your capital needs in relation to your technology. What types of space do you need to accommodate your technology and do you anticipate any based on potential expansion.

Our build-out will be a straight office environment. We always work with landlords that provide a turn-key solution with standard building finishes, so we simply provide a CAD test fit and the landlord's prepare the space for us pursuant to that test fit. Given this method of securing space, our capital plan is primarily providing the space layout and understanding the landlord's amortization schedule for tenant improvements.

20. As far as detailed space and room requirements and technology/communications criteria, and power criteria, we may want to know this information like the type of equipment you utilize. This information could lead to capital needs down the road (i.e. expanded space for servers or data ports).

Since we operate in a typical office environment, our needs are minimal. Teachers have standard HP laptops or desktops, often have dual monitors, and a phone. The workstations are all equipped with data ports and we spec out offices with 2 data ports each. We also have the landlord evaluate electrical loads and make necessary changes before moving into the space.

21. Can a student be enrolled at New Mexico Connections Academy and enrolled concurrently at another school. Or will the NM Connections Academy be the only school that the student will attend?

NMCA will be the students' full time school and the student will not be enrolled concurrently at another school.

22. Will all students be on the graduation (HS diploma) or can students who need a G.E.D. also attend?

NMCA is a K-12 school and will not be offering GED's.

23. How does the school ensure that it is only serving New Mexico kids? Can a student in another state potentially log on to the NM school?

NMCA will follow eligibility and enrollment rules as required by NM law including requiring proof of child's age, proof of residency, and medical and immunization records. Students who cannot show proof of residency in NM will not be eligible for enrollment.

24. For the field trips, will the school provide transportation and how will the school arrange it? Will the school establish a rendezvous point or will the kids meet at the teaching center/office?

Transportation for field trips is provided by the parents, unless otherwise required by law.

25. What are the typical storage requirements for the school?

The school requires a minimal amount of storage space as most items are shipped directly to the student, used by the teacher at their workstation or stored in a secure online environment. The school typically stores some material and student records.

- 26. Since Charter Schools deliver their curriculum in various ways, we allow them to waive certain parts of the adequacy standards if they provide us with alternative methods. How will the school provide the following:
 - a. Library/media center- NMCA students will have access to a Virtual Library within Connexus, the education management system. Students can also access many of the typical resources of a traditional library through their own computer or many families will utilize their local library, as needed.
 - b. Physical education- There are three programs provided in all grades 1 to 8 physical education courses: the Connections Academy Physical Fitness Program, the Personal Fitness Program, and Yoga. Students may start with one program and choose another as

they proceed through the course or they may participate in the same program throughout the course. Course content generally includes nutrition guidelines and tips for leading a healthy lifestyle. Unless otherwise specified by state requirements and their own educational plans, students participate in physical activity for at least 90 minutes per week. To track their activities and to ensure alignment to state requirements, Connections Academy developed an "Activity Tracker," a tool that allows students to personalize a log which they use to track activity type, duration, and frequency. Some activities include jogging, aerobic training, flexibility training, etc. The activity type is auto-populated by grade and time requirements are populated by grade and state requirements. Students then export the data to their teacher and the data can be used to verify that students have met the requirements. The school also relies upon the presence of the Learning Coach (parent or other caring adult) to assist in the completion of the required physical education.

- In high school, students can choose from different electives including Personal Fitness and Physical Education. The lessons in Personal Fitness help students gain an understanding of the proper ways to exercise and diet, as well as learn how to assess their own fitness level. The course also teaches strategies to attain the highest possible fitness level.
- Physical Education places priority on self-motivated physical activities that students can participate in throughout life. Students' proficiency in the activities most important for personal development are measured with written assignments, class evaluations, and demonstrated physical skill competencies.
- o Art Connections Education uses a "hands-on" approach to teaching the elements of art, principles of design, and historical and cultural contexts for art in grades K-8. Students work in several mediums to study art themes, art history, and how these elements and principles are applied to create visual art in diverse cultures. Students receive physical art materials to develop their creative sides through participation in processes that include drawing, painting, printmaking, sculpture, bookmaking, and techniques for creating crafts and fiber arts.
- In grades 9-12, students exercise their creative freedom when they choose from a variety of visual and performing arts courses that include art history, AP art history, digital arts, digital photography, and music appreciation. Through these electives, students explore elements of art through an historical perspective; create original digital art; explore photography and graphic design, or explore Western culture's musical landscape. The choice is theirs!
- 27. I do have one follow up and it is this suppose a student from NM starts at the school and then moves mid-year or semester. With three military bases in NM, this scenario would be a strong possibility. How do you control for a situation like this where the student is no longer in NM. How do you check to see if that student is still in state? Do you require notification?

a. At the beginning of each year, residency documents are required by all students. We require notification every time a family moves and they must submit a new proof of residency. If the student moves out of state then they are withdrawn from the school. Hopefully they move to a state where there is another Connections Academy school and they can enroll in that school once proof of residency is established. This helps with continuity of services and learning.

Santa Fe Locations

Prepared for Connections Education





ID# 28236275

Office Plaza in Santa Fe For Sale or Lease with Owner Financing Available, Suite: office space for lease - 604 San Mateo Rd. Santa Fe. NM 87505

Rental Rate: \$20 PSF (Annual) Available Space: 27,787 SF Office For Lease Type: Lease Type: Other Suite: office space for lease Subtype: **Executive Suites** Space Type: Relet Modified: 3/23/2012 Zoning: See Agent Office Class Class B

Present gross income \$264,241.00. ±4,900 SF - Upper level (Vacant) ±12,296 SF - Lower level. 122 Parking spaces. Secured parking: 18

Cars. Owner is flexible & motivated, will sell, lease or trade. Be creative - Deal to be made!

James Wheeler, CCIM (Contact) 505-988-8081 NAI Maestas & Ward Santa Fe. LLC



ID# 28222532

4001 Office Court, Suite: 200 & 500 - 4001 Office Court Drive Santa Fe, NM 87507

Available Space: 15,000 SF Rental Rate: \$15 PSF (Annual) Type: Office For Lease **Modified Gross** Lease Type: Suite: 200 & 500 Subtype: **Business Park**, Space Type: Relet **Building Size:** 75,000 SF Governmental Office Class Class B Modified: 1/24/2012 Zoning: I-1 PUD

4001 Office Court is Santa Fe's Premier southside location. In the thick of Santa Fe's most active growth sector. Flexible floor plans from 817 sf to electronically connected 22,500 square feet. Huge windows, great landscaping, ample parking and close to entertainment, dining, neighborhoods and I-25. Every unit has access to an outdoor patio

505-424-4600 Kenneth D Joseph (Contact) Office Court Co., Inc.



ID#6798314

Paisano Building - 2968 Rodeo Park Dr W Santa Fe, NM 87505

\$19.50 PSF (Annual) Available Space: 56,628 SF Rental Rate: Type: Office For Lease Lease Type: **Gross Lease** Suite: **Available Space** Subtype: Office Building Space Type: Relet Modified: 12/19/2011 Zoning: See Agent Office Class Class B

Also for Sale

John W Davidson (Contact) 505-858-1444 Metro Commercial Realty, Inc.



ID# 12934702

Plaza Entrada, Suite: 3005-2B - 3005 South St. Francis Drive Santa Fe, NM 87505

Rental Rate: \$11.50 - 14.50 PSF Available Space: 8,499 SF Type: **Shopping Center** (Annual) Max. Contiguous: 22,500 SF **For Lease**

NNN Suite: 3005-2B Retail-Commercial, Office Lease Type: Also: 22.500 SF Space Type: Relet **Building Size:** Subtype: Community Center, Free-

Modified: 1/21/2012 **Standing Store** Zoning: See Agent

Brand new space now available in established, vibrant mixed-use retail, medical and office center in Santa Fe's rapidly growing south

side. Join anchors Albertson's and Office Max.

Doug B Roberts, CCIM (Contact) 505-629-0825 Phase One Realty

Santa Fe Locations

Prepared for Connections Education





ID# 12934702

Plaza Entrada, Suite: 3005-2A - 3005 South St. Francis Drive Santa Fe, NM 87505

Rental Rate: \$11.50 - 15 PSF (Annual) Available Space: 7,605 SF Lease Type: Max. Contiguous: 22,500 SF

Space Type: Relet Suite: 3005-2A **Building Size:** 22,500 SF

1/21/2012 Modified:

Shopping Center Type:

For Lease Retail-Commercial, Office Also:

Community Center, Free-Subtype: **Standing Store** Zoning: See Agent

Brand new space now available in established, vibrant mixed-use retail, medical and office center in Santa Fe's rapidly growing south side. Join anchors Albertson's and Office Max.

Doug B Roberts, CCIM (Contact) 505-629-0825 Phase One Realty



ID#6798018

2019 GALISTEO ST. St. Suite: K - 2019 GALISTEO ST. St Santa Fe, NM 87505

Available Space: 13,136 SF Rental Rate: \$19 PSF (Annual) Type: Office For Lease Lease Type: **Gross Lease** Suite: Subtype: Office Building 12/18/2011 Space Type: Relet Modified: Zoning: C-1: Office Class Class B

James Wheeler, CCIM (Contact) 505-988-8081 NAI Maestas & Ward Santa Fe, LLC



ID# 6798058

2905 Rodeo Park Dr E, Suite: - 2905 Rodeo Park Dr E Santa Fe, NM 87505

\$24 PSF (Annual) Available Space: 16,806 SF Rental Rate: Office For Lease Type: NNN SUITE **Office Building** Lease Type: Suite: Subtype: 12/18/2011 Space Type: Relet Modified: I-1; I-1 Zoning: Office Class Class A

This is the last remaining building in a very successful 73,000 square foot office condominium project in Santa Fe. It has great access to I-25 and has all entitlements in place .. just pull a building permit and go! Parking is over 4 per 1000 and can accomodate almost any office user including medical.

Marc D Bertram (Contact) (505) 473-7740 x13 SF Brown Real Estate

Albuquerque Location Surey

Prepared for Connections Education





ID# 6798665

2121 Osuna Rd NE - 2121 Osuna Rd NE Albuquerque, NM 87113

Rental Rate: \$13 PSF (Annual) Available Space: 14,630 SF Office For Lease Type: Lease Type: NNN Suite: **Available Space** Subtype: Office Building 12/20/2011 M-1; M-1 Space Type: Relet Modified: Zoning: Class B Office Class

Flexible floor plan with easy access to I-25. Built out and ready for immediate occupancy.

CBRE Daniel B Newman (Contact) 505-837-4925



ID# 22076885

Paseo del Norte Corridor Office Space, Suite: 1 - 8200 Carmel Ave NE Albuquerque, NM 87122

Rental Rate: Office For Lease \$16.50 PSF (Annual) Available Space: 2,854 SF Type: Lease Type: **Modified Gross** Max. Contiguous: 23,000 SF Subtype: Office Building Relet Suite: SU-1/0-1 Space Type: Zoning: Office Class Class B **Building Size:** 23.000 SF

12/22/2011

- Beautiful office space in desirable Paseo del Norte corridor
- Space can be divided based upon tenant's needs
- · Numerous windowed offices
- Built-in work stations
- ADA restrooms throughout some with showers
- Underground, secure parking garage
- Some furniture can stay
- Other amenities include numerous skylights, high-end finishes

and attractive lobbies

Anne E Apicella (Contact) 505-880-7059 Grubb & Ellis | New Mexico

Modified:



ID# 6798657

1700 Louisiana Blvd NE, Suite: 340 - 1700 Louisiana Blvd NE Albuquerque, NM 87110

Available Space: 3,489 SF \$18.50 PSF (Annual) Rental Rate: Office For Lease Type: **Gross Lease** Max. Contiguous: 12,902 SF Subtype: Office Building Lease Type: Space Type: Relet Suite: 340 Zoning: See Agent Office Class Class B Modified: 12/22/2011

Louisiana Place | 1700 Louisiana Blvd. NE | For Lease and For Sale: Convenient Uptown location close to restaurants and services including easy access to I-40. Spectacular views of the Sandias. Recently remodeled lobby area. Balconies on the third floor suite. Lots of windows. On Louisiana, South of I-40.

Lease Rate: \$18.50/SF Full Service | Space available on First Floor (Total of 12,133 SF), Second Floor (Total of 7,679 SF), and Third Floor (Total of 12,902 SF).

Dave Hill (Contact) 505-998-1576 NAI Maestas & Ward Commercial RE



ID# 6797882

Vista West Business Center, Suite: 5643A - 5635 Jefferson St NE Albuquerque, NM 87109

Rental Rate: \$13.50 PSF (Annual) Available Space: 4,201 SF Office For Lease Type: **Absolute Gross** Lease Type: Max. Contiguous: 18,422 SF Subtype: Office Building IP; IP Space Type: Relet Suite: 5643A Zoning: Class B 1/9/2012 Office Class Modified:

Terri Dettweiler SIOR (Contact) 505-837-4912 **CBRE**

Albuquerque Location Surey

Prepared for Connections Education





ID# 10657849

Office/Flex Space Available with I-25 Frontage, Suite: Flex - 5501 Wilshire Ave NE

Albuquerque, NM 87113

Rental Rate: \$11.82 PSF (Annual) Available Space: 4,500 SF Office For Lease Type: Lease Type: Max. Contiguous: 27,750 SF Also: Industrial Space Type: Relet Suite: Office Building Flex Subtype: Office Class Class B Modified: 12/19/2011 See Agent Zoning:

Located in the highly sought North I-25 corridor. Available building signage visible to 97,000+ vehicles per day on I-25. High grade office finishes with high ceilings. Easy access to/from Pan American Freeway, I-25, Alameda Blvd. and Paseo del Norte. Flex area heated and cooled with shared dock well and grade level door. 207 parking spaces (4.13 per 1,000 parking ratio). 20' ceiling height allows for flexible interior design and expansion of the office area. Concrete construction (built in 2003)

Tim With (Contact) 505-880-7092 Grubb & Ellis / New Mexico



ID# 6798162

Stratford Office on Indian School Rd. NE, Suite: AVAIL - 5901 Indian School Albuquerque, NM 87110

Rental Rate: \$18.50 PSF (Annual) Available Space: 19,496 SF Office For Lease Type: **Absolute Gross** Lease Type: Suite: **AVAIL** Subtype: **Office Building** Space Type: Relet Modified: 12/19/2011 Zoning: SU-3: SU-3 Office Class Class B

Freestanding professional office building. Freeway (I-40) visibility with 140,700 VPD. Prominent building signage. Parking 3.33/1,000 (65 spaces). Property is fenced and provides gated access.

John R Ransom (Contact) 505-880-7011 Grubb & Ellis I New Mexico



ID# 28220638

Sivage Building, Suite: 120 - 7445 Pan American W Fwy NE Albuquerque, NM 87109

\$21 PSF (Annual) Rental Rate: Available Space: 5,854 SF Type: Office For Lease Max. Contiguous: 12,231 SF **Modified Gross Office Building** Lease Type: Subtype: Space Type: Relet Suite: Zoning: M-1 120

1/16/2012 Modified:

- Signature class A office property
- Modern architectural design & distinct identity
- Central location (Journal Center)
- Building & monument signage (145,000 VPD)
- Up to 124 parking spaces (4.71:1,000)
- Flexible, open floor plates
- · Exceptional views and natural light

Tim With (Contact) 505-880-7092 Grubb & Ellis / New Mexico

Jefferson Square - 5900 Jefferson St NE Albuguerque, NM 87109



ID#6798419

\$25 PSF (Annual) Available Space: 73,000 SF Office For Lease Rental Rate: **Absolute Gross Available Space** Suite: Lease Type: Subtype: Office Building Relet 12/19/2011 See Agent Space Type: Modified: Zoning: Office Class Class A

Located in prestigious North I-25 corridor adjacent to The I-25 Project.

505-880-7011 John R Ransom (Contact) Grubb & Ellis | New Mexico

Albuquerque Location Surey

Prepared for Connections Education





ID# 3521430

Professional Office Complex at Fountain Hills, Suite: Building 1 - 8700 Education PI NW

Albuquerque, NM 87114

Rental Rate: \$17.50 PSF (Annual) Available Space: 14,202 SF Office For Lease Type: **Building 1** Subtype: Medical Lease Type: NNN Suite: Space Type: **Building Size:** 28,402 SF C-1 New Zoning: Office Class Class A Modified: 3/10/2012

Captivating views from Bernalillo to the South Valley. Available now - reserve your space today. Design your new office to reflect your unique space planning criteria. Ideal for MEDICAL, DENTAL, Healthcare complex, conveniently located to Paseo del Norte, just west of Golf course Road. MUST SEE TO APPRECIATE THE VIEWS FROM ALL BALCONIES, CUSTOM FEATURES THROUGHOUT, SCHEDULE A TOUR TODAY - CALL APRIL @ 563-4658 OR 269-5771.

All common areas are finished with modern, class A finishes; each floor can be dimised from 2500-5000 sf; each floor has its own private balconies with amazing views!

CONTACT APRIL FOR A COMPLETE PACKAGE AND TO SCHEDULE A TOUR TODAY.

April Ager (Contact) 505-563-4658 Coldwell Banker Commercial Las Colinas



ID# 6797686

Jefferson Plaza - 4041 Jefferson Plz NE Albuquerque, NM 87109

\$19.75 PSF (Annual) Available Space: 4,770 SF Rental Rate: Office For Lease Type: **Gross Lease** Max. Contiguous: 12,000 SF Subtype: **Office Building** Lease Type: Space Type: Relet Suite: **Available Space** Zoning: SU: SU

Office Class A Modified: 12/19/2011

Stacey Nenninger (Contact) 505-855-7600 Argus Investment Realty



ID# 6798574

NorthPointe Plaza, Suite: - 5700 Harper Dr NE Albuquerque, NM 87109

\$17 PSF (Annual) Available Space: 13,850 SF Rental Rate: Office For Lease Type: **Gross Lease** Suite: SUITE Subtype: **Office Building** Lease Type: Space Type: Relet Modified: 2/27/2012 Zoning: SU-1 OFF & REC FAC: SU-1 Office Class Class B **OFF & REC FAC**

- Convenient North I-25 location, visibility and access
- Ideal for medical and professional office users
- Adjacent to Northside Presbyterian
- 259 total parking spaces
- Close proximity to a variety of shopping and services
- Banks
- Gas Stations
- Starbucks
- Adjacent to San Mateo's Restaurant Row
- Two million dollars in recent capital expenditures, including
- Million dollar upgrade to HVAC and exterior finishes
- Remodel of floor lobbies and common areas
- 5% commission to co-brokers through June, 2012, 100 % payable in 24 hours

Tim With (Contact) 505-880-7092 Grubb & Ellis / New Mexico

505-440-2273 [M] 505-837-4912 [O] terri.dettweiler@cbre.com License: NM 29003

Albuquerque Location Surey

Prepared for Connections Education





ID# 26702848

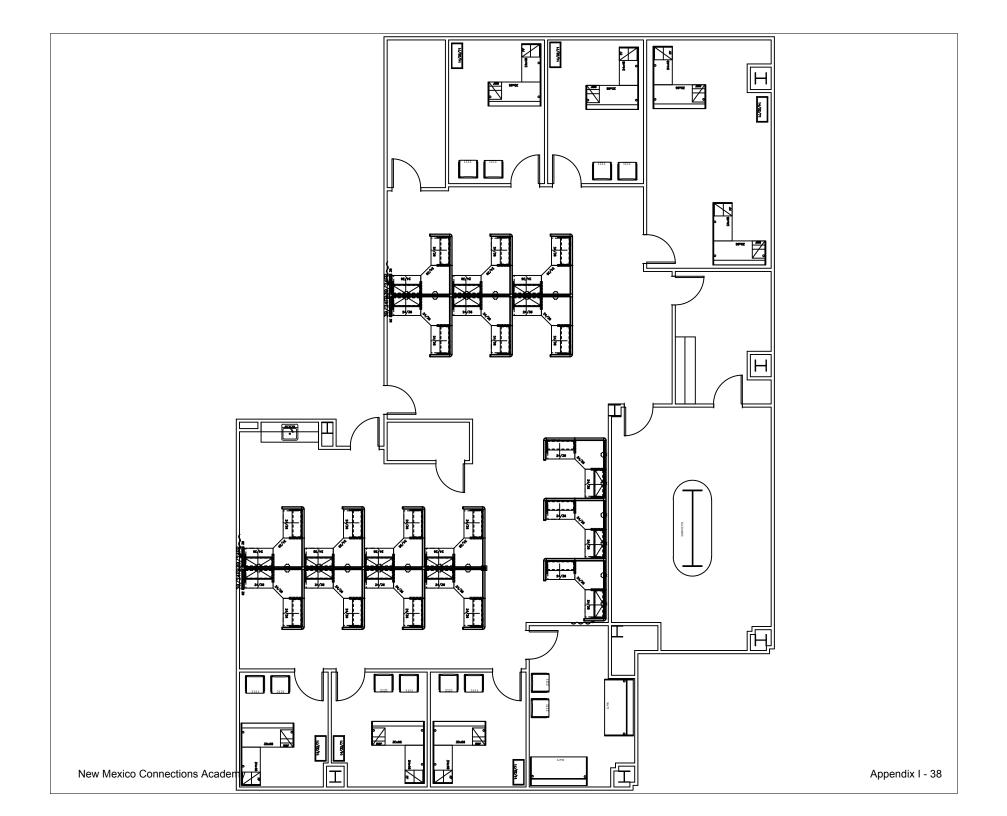
Premiere Stand-Alone Office Building, Suite: 5120 - 5120 Masthead St NE Albuquerque, NM 87109

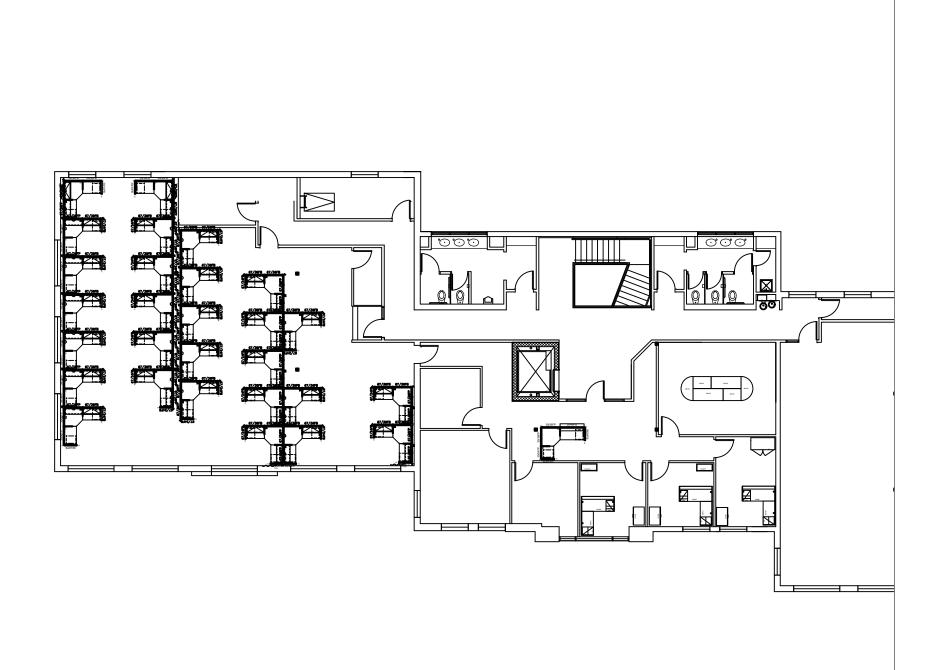
Rental Rate: \$13 PSF (Annual) Available Space: 13,896 SF **Office For Lease** Type: Lease Type: NNN Suite: 5120 Subtype: **Office Building** Space Type: Relet Building Size: 13,896 SF Zoning:

Premiere stand-alone office building in Journal Center. Several offices and open area. Floor to ceiling windows with plenty of natural light. Impeccably maintained. Walking distance to several restaurants and banks.

Martha C Carpenter (Contact) 505-998-1567 NAI Maestas & Ward Commercial RE

Albuquerque Location Survey - Connections Education							
Bldg. Name	Address	Rental Rate	Available Space				
2121 Osuna	2121 Osuna Rd NE	\$13.00 NNN	14,630				
Paseo del Norte Corridor Office	8200 Carmel Ave NE	\$16.50 MG	23000				
1700 Louisiana	1700 Louisiana Blvd. NE	\$18.50 Gross	12,902				
Vista West Business Ctr	5635 Jefferson St NE	\$13.50 Gross	18,422				
5501 Wilshire	5501 Wilshire Ave NE	\$11.82 NNN	27,750				
Stratford Office	5901 Indian School	\$18.50 Gross	19,496				
Sivage Building	7445 Pan American W Fv	v \$21.00 MG	12,231				
Jefferson Square	5900 Jefferson St NE	\$25.00 Gross	73,000				
Fountain Hills	8700 Education Pl NW	\$17.50 NNN	14,202				
Jefferson Plaza	4041 Jefferson Plaza NE	\$19.75 Gross	12,000				
NorthPointe Plaza	5700 Harper Dr NE	\$17.00 Gross	13,850				
5120 Masthead	5120 Masthead St NE	\$13.00 NNN	13,896				
Santa Fe Location Survey - Conne	Santa Fe Location Survey - Connections Education						
Bldg. Name	Address	Rental Rate	Available Space				
604 San Mateo	604 San Mateo Rd	\$20.00 Other	27,787				
4001 Office Court	4001 Office Court Dr	\$15.00 MG	15,000				
Paisano Building	2968 Rodeo Park Dr W	\$19.50 Gross	56,628				
Plaza Entrada	3005 S St. Francis Drive	\$11.50-\$14.!NNN	22,500				
2019 Galisteo	2019 Galisteo St.	\$19.00 Gross	13,136				
2905 Rodeo	2905 Rodeo Park Dr E	\$24.00 NNN	16,806				
1549 Sixth	1549 Sixth St	\$12.00-\$14.(MG	12,000				





New Mexico Connections Academy

Appendix I - 39

APPENDIX J

Charter Name New Mexico Connections Academy		Charter Number					
			C &	D &			GRADE
	3 & 4 Yr. DD	3 & 4 Yr. A/B	C-GIFTED	D-GIFTED		*BASIC	TOTAL
Kindergarten Pro	<u>gram</u>						0.00
ECE/KN FDK						20.00	0.00 20.00
Basic Program						20.00	20.00
Grade 1						20.00	20.00
Grade 2						20.00	20.00
Grade 3						25.00	25.00
Grade 4						30.00	30.00
Grade 5						40.00	40.00
Grade 6						50.00	50.00
Grade 7						55.00	55.00
Grade 8 Grade 9						60.00	60.00 65.00
Grade 10						65.00 50.00	50.00
Grade 11						40.00	40.00
Grade 12						25.00	25.00
Totals	0.00	0.00	0.00	0.00	-	500.00	
*INCLUDE STUDENTS R	ECEIVING A/B S	ERVICES				ECE FTE	20.00
					Te	OTAL GRADES 1-12	480.00
						SUBTOTAL MEM	500.00
Is this a C	harter School?	Y					
la Alaia Gau	+l 40+l- D 2					TOTAL MEM	500.00
is this for	the 40th Day?	N					
		ECE	COST	PROGRAM			
		FTE	INDEX	UNITS			
Kindergarten							
ECE, FDK-New, and FD	K	20.00	1.44	28.800		Kindergarten Units	28.800
<u>Basic Program (G</u>	<u>rade Total)</u>						
Grade 01		20.00	1.20	24.000			
Grade 02		20.00	1.18	23.600			
Grade 03		25.00	1.18	29.500			
Grade 04		30.00	1.045	31.350			
Grade 05 Grade 06		40.00 50.00	1.045 1.045	41.800 52.250			
Grade 07 *		55.00	1.25	68.750			
Grade 08 *		60.00	1.25	75.000			
Grade 09 *		65.00	1.25	81.250			
Grade 10 *		50.00	1.25	62.500			
Grade 11 *		40.00	1.25	50.000			
Grade 12 *		25.00	1.25	31.250			
*	Includes Vocatio	onal Weighting					
					В	asic Program Units	571.250
Special Education		MEM	Factor	2 222			
	C & C-Gifted	0.00	1.00	0.000			
	D & D-Gifted 3 & 4 Yr. DD	0.00 0.00	2.00 2.00	0.000 0.000			
	3 & 4 Yr. A/B	0.00	0.70	0.000			
Δ/R MF	M (Reg/Gifted)	0.00	0.70	0.000	Special Ed. Units	0.000	
7 y 5 m.c	m (neg/ difteu)	0.00	00	0.000	Special Zai. Cilics	0.000	
-	Ancillary FTE	0.00	25.00		Ancillary FTE Units Total Spec	0.000 cial Education Units	0.000
Elementary Fine		<u>m</u>					
_	MEM		Factor		<u></u>	Auto Dua	2.22-
			0.0500		Fine /	Arts Program Units	0.000
Dilinarial Borre	_						
Bilingual Program		FTE	Facts:				
1	MEM	0.00	Factor				
2		0.00					
3		0.00					
Total Bilingual	0.00	0.00	0.500			Bilingual Units	0.000
		of students in grad				-	

Elementary P.E. Program				
MEM		Factor		
		0.060	Elementary P.E. Units	0.000
			TOTAL MEMBERSHIP PROGRAM UNITS	600.050
			T & E Index (Oct 2011)	1.085
National Board Certified Teachers	<u>i</u>	Factor	ADJUSTED PROGRAM UNITS	651.054
7,72		1.500	National Board Certified Teachers Units:	0.000
Size Adjustment Units			District Size Adjustment Units	65.625
	UNITS		Charter Schools not eligible for District Size	(65.625)
Elementary/Mid/Jr. High Senior High	0.000 0.000		School Size Adjustment Units	0.000
District Size	65.625		Rural Isolation Units	0.000
At-Risk Units At-risk index	MEM		New District Adjustment Units	0.000
2012-2013: 0.064	500.00		At Risk Units	32.000
Charter Schools Student Activities (Districts Only) MEM	<u>s</u>	Factor	Growth Units	0.000
(Bistricts emy)		0.100	Charter Schools Student Activities Units	0.000
			(Charters not eligible for CS Student Activities)	0.000
Home School Student Activities (Districts Only) MEM		Factor		
		0.100	Home School Student Activities Units	0.000
			(Charters not eligible for Home School Student Activities)	0.000
			TOTAL PROGRAM UNITS	683.054
			Save Harmless Units	0.000
GROWTH & SAVE HARMLESS C	ALCULATION	DATA		
Projected Mem:			GRAND TOTAL UNITS	683.054
(Enter the District Mem EXCLUDING Charte	r Mem)		v Hait Valva	¢2 E0E 00
Projected Mem:			× Unit Value	\$3,585.00
(Enter the District Mem EXCLUDING Charte	r Mem)			
Projected Mem:			PROGRAM COST	\$2,448,748.59
(Enter the District Mem EXCLUDING Charte	r Mem)		Non-categorical Revenue Credits:	
(2a. the District Meni Excepting Charte	(111)		Tax Levy (41110, 41113, 41114)	

Save-Harmless Data 2012-2013 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units) **Growth Data** 2012-13 Operating Budget Calculation 0.000 Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE **40th Day Calculation** 0.000

Takes Prior Year 40th-Day and compares to Current Year 40th-Day

Tax Levy (41110, 41113, 41114) Federal Impact Aid (44103) Federal Forest Reserve (44204) **Total Non-Cat Rev Credits** Less: 75% of Non-Categorical Revenue Credits \$0.00 Other Credits/Adjustments: Cash Balance Credit

Energy Efficiency Energy Efficiency Nenewable Bonds

Other Misc Credits

\$0.00 **Total Other Credits**

> \$0.00 $\underline{\textit{Less}}: \textit{Other Credits/Adjustments}$

> > (\$48,974.97)

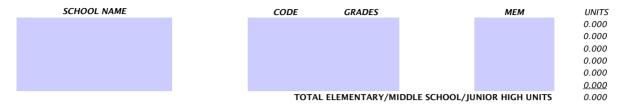
STATE EQUALIZATION GUARANTEE	\$2,399,773.62
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SIZE ADJUSTMENT UNITS:

PED 910B-5

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

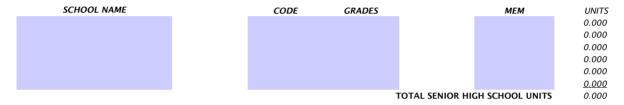
List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200. $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$



2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

 $((200 - MEM)/200) \times (2.0 \times MEM) = UNITS$ or $((400 - MEM)/400) \times (1.6 \times MEM) = UNITS$



3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

 $(4,000 - (MEM / Eligible Senior High Schools)) \times 0.5 = UNITS$

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT 0.000 (MEM for current year) \times .147 = UNITS

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

(MEM for prior year - MEM for current year) × .17 = UNITS

0.000

Charter Name New Mexico Connections Academy					
3 & 4 Yr. DD	3 & 4 Yr. A/B	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program					
ECE/KN					0.00
FDK		1.00		27.00	28.00
Basic Program		1.00		27.00	20.00
Grade 1		1.00		27.00	28.00
Grade 2 Grade 3		2.00		27.00	29.00 35.00
Grade 4		2.00 2.00		33.00 40.00	42.00
Grade 5		3.00		53.00	56.00
Grade 6		3.00		66.00	69.00
Grade 7		4.00		73.00	77.00
Grade 8		4.00		80.00	84.00
Grade 9		5.00		86.00	91.00
Grade 10		3.00		67.00	70.00
Grade 11		3.00		53.00	56.00
Grade 12		2.00		33.00	35.00
Totals 0.00	0.00	35.00	0.00	665.00	•
*INCLUDE STUDENTS RECEIVING A/B S	ERVICES			ECE FTE	28.00
				TOTAL GRADES 1-12	672.00
				SUBTOTAL MEM	700.00
Is this a Charter School?	Υ				
				TOTAL MEM	700.00
Is this for the 40th Day?	N				
	ECE	COST	PROGRAM		
	FTE	INDEX	UNITS		
Kindergarten	20.00	1.44	40.330	W. J	40.330
ECE, FDK-New, and FDK	28.00	1.44	40.320	Kindergarten Units	40.320
Basis Busanam (Cuado Tatal)					
Basic Program (Grade Total) Grade 01	28.00	1.20	33.600		
Grade 02	29.00	1.18	34.220		
Grade 03	35.00	1.18	41.300		
Grade 04	42.00	1.045	43.890		
Grade 05	56.00	1.045	58.520		
Grade 06	69.00	1.045	72.105		
Grade 07 *	77.00	1.25	96.250		
Grade 08 *	84.00	1.25	105.000		
Grade 09 *	91.00	1.25	113.750		
Grade 10 *	70.00	1.25	87.500		
Grade 11 *	56.00	1.25	70.000		
Grade 12 *	35.00	1.25	43.750		
* Includes Vocati	onal Weighting				
				Basic Program Units	799.885
Special Education	MEM	Factor			
C & C-Gifted	35.00	1.00	35.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD	0.00	2.00	0.000		
3 & 4 Yr. A/B	0.00	0.70	0.000		
A/B MEM (Reg/Gifted)	0.00	0.70	0.000	Special Ed. Units 35.000	
Adjusted Ancillary FTE	0.75	25.00		Ancillary FTE Units 18.750	
				Total Special Education Units	53.750
Elementary Fine Arts Progra	<u>m</u>				
MEM		Factor			
		0.0500		Fine Arts Program Units	0.000
Bilingual Program	_	_			
HOURS MEM	FTE	Factor			
1	0.00				
2	0.00				
Tatal Billia and	0.00	2.500		adr	2.222
Total Bilingual 0.00	0.00	0.500		Bilingual Units	0.000
(May not total more than the no.	of students in grad	163 N-1 Z.)			

Elementary P.E	. Program					
<u> </u>	MEM		Factor 0.060	Eld	ementary P.E. Units	0.000
				TOTAL MEMBERSHII	P PROGRAM UNITS	893.955
				Т & .	E Index (Oct 2011)	1.085
National Board	Certified Teachers			ADJUSTED	PROGRAM UNITS	969.941
	FTE:		Factor 1.500	National Board Certif	ied Teachers Units:	0.000
Size Adjustmer	nt Units				e Adjustment Units	86.625
		LIMITC		Charter Schools not eli	gible for District Size	(86.625)
Elementa	ary/Mid/Jr. High	UNITS 0.000		School Siz	e Adjustment Units	0.000
	Senior High District Size	0.000 86.625		R	Cural Isolation Units	0.000
				New Distric	t Adjustment Units	0.000
At-Risk Units 2012-2013:	At-risk index 0.064	MEM 700.00			At Risk Units	44.800
Chartar School	s Student Activities				Growth Units	389.500
(Districts Only)	MEM MEM	<u>!</u>	Factor			
			0.100	Charter Schools Stua (Charters not eligible for C		0.000 0.000
	tudent Activities					
(Districts Only)	MEM		Factor 0.100	Hama School Stud	lent Activities Units	0.000
			0.100	(Charters not eligible for Home Scho		0.000
				TOTAL	PROGRAM UNITS	1,404.241
				S	ave Harmless Units	0.000
GROWTH &	SAVE HARMLESS CA	ALCULATION	ON DATA			
Projected Men	1.		500.00	GRAN	ND TOTAL UNITS	1,404.241
	 Mem EXCLUDING Charter	Mem)	300.00	diva	ID TOTAL OILTS	7,707.277
Projected Men	, .		700.00		× Unit Value	\$3,585.00
-	 Mem EXCLUDING Charter	Mem)	700.00		=	
Projected Men	1:				PROGRAM COST	\$5,034,203.99
-	Mem EXCLUDING Charter	Mem)		Non-categorical Revenue	Credits:	
				Tax Levy (41110, 41113, 41114)		
				Federal Impact Aid (44103) Federal Forest Reserve (44204)		
Save-Harmless	Data			Total Non-Cat Rev Credits	\$0.00	
2012-2013 40	th Day TOTAL PROGRAM (Not Grand Total Prog			<u>Less</u> : 75% of Non-Categoric	al Revenue Credits	\$0.00
Growth Data						
· ·	ng Budget Calculation	- 11 13 44	389.500	Other Credits/Adjustmen	ts:	
Op-Bud takes 40th Day Calcul	10-11 40 Day compared t	o 11-12 Mem	Proj. FTE 0.000	Cash Balance Credit		
	ation hth-Day and compares to (Current Year		Energy Efficiency Energy Efficiency Nenewable Bonds		
	, 50		,	Other Misc Credits		
				Total Other Credits	\$0.00	

<u>Less</u>: Other Credits/Adjustments \$0.00

\$0.00

(\$100,684.08)

STATE EQUALIZATION GUARANTEE	\$4,933,519.91
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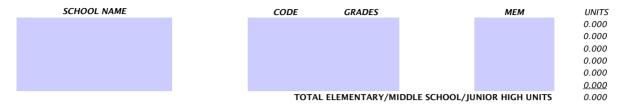
Total Other Credits

SIZE ADJUSTMENT UNITS:

PED 910B-5

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200. $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$



2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

 $((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS}$ or $((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES		MEM	UNITS
					0.000
					0.000
					0.000
					0.000
					0.000
					<u>0.000</u>
		7	TOTAL SENIOR HI	GH SCHOOL UNITS	0.000

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

 $(4,000 - (MEM / Eligible Senior High Schools)) \times 0.5 = UNITS$

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT 0.000

(MEM for current year) × .147 = UNITS

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

(MEM for prior year – MEM for current year) \times .17 = UNITS 0.000

Charter Name	New Mexic	co Connections	Academy		Charter Number		
			C &	D &			GRADE
	3 & 4 Yr. DD	3 & 4 Yr. A/B	C-GIFTED	D-GIFTED	*BA	SIC	TOTAL
Kindergarten Pro	<u>ogram</u>						
ECE/KN FDK			2.00			20.00	0.00 40.00
Basic Program			2.00			38.00	40.00
Grade 1			2.00			38.00	40.00
Grade 2			2.00			38.00	40.00
Grade 3			3.00			48.00	51.00
Grade 4			3.00			57.00	60.00
Grade 5			4.00			76.00	80.00
Grade 6			5.00			95.00	100.00
Grade 7			5.00			104.00	109.00
Grade 8 Grade 9			6.00 6.00			114.00 123.00	120.00 129.00
Grade 10			5.00			95.00	100.00
Grade 11			4.00			76.00	80.00
Grade 12			3.00			48.00	51.00
Totals	0.00	0.00	50.00	0.00		950.00	
*INCLUDE STUDENTS I	RECEIVING A/B SI	ERVICES				ECE FTE	40.00
			1		TOTAL GRA	_	960.00
	a				SUBTOT	AL MEM	1,000.00
Is this a G	Charter School?	Υ			TOT		1 000 00
ls this for	the 40th Day?	N			101.	AL MEM	1,000.00
is this joi	the 40th Day!	IN					
		ECE	COST	PROGRAM			
		FTE	INDEX	UNITS			
<u>Kindergarten</u>							
ECE, FDK-New, and FD	OK .	40.00	1.44	57.600	Kindergar	ten Units	57.600
Basic Program (C	<u>Grade Total)</u>						
Grade 01		40.00	1.20	48.000			
Grade 02		40.00	1.18	47.200			
Grade 03 Grade 04		51.00 60.00	1.18 1.045	60.180 62.700			
Grade 05		80.00	1.045	83.600			
Grade 06		100.00	1.045	104.500			
Grade 07 *	:	109.00	1.25	136.250			
Grade 08 *	;	120.00	1.25	150.000			
Grade 09 *		129.00	1.25	161.250			
Grade 10 *	:	100.00	1.25	125.000			
Grade 11 *		80.00	1.25	100.000			
Grade 12 *		51.00	1.25	63.750			
le	Includes Vocation	nal Weighting					
Special Educatio		14514	Fact		Basic Progr	am Units	1,142.430
<u>special Educatio</u>	n C & C-Gifted	MEM 50.00	Factor 1.00	50.000			
	D & D-Gifted	0.00	2.00	0.000			
	3 & 4 Yr. DD	0.00	2.00	0.000			
	3 & 4 Yr. A/B	0.00	0.70	0.000			
A/B M	EM (Reg/Gifted)	0.00	0.70	0.000	Special Ed. Units	50.000	
Adjuste	d Ancillary FTE	1.08	25.00		Ancillary FTE Units	27.000	77.000
Elamontom: Fire	Arte Drones				Total Special Educat	ion Units	77.000
Elementary Fine	Arts Program MEM	<u>11</u>	Factor				
	IVILIVI		0.0500		Fine Arts Progr	am Units	0.000
Bilingual Program			- .				
HOURS	MEM	FTE	Factor				
1 2		0.00 0.00					
3		0.00					
Total Bilingual	0.00	0.00	0.500		Bilina	ual Units	0.000
		of students in gra			59		
•		,					

Elementary P.E. Program		
MEM Factor 0.060	Elementary P.E. Units	0.000
	TOTAL MEMBERSHIP PROGRAM UNITS	1,277.030
	TOTAL MEMBERSHIP PROGRAM UNITS	1,277.030
	T & E Index (Oct 2011)	1.085
National Board Certified Teachers	ADJUSTED PROGRAM UNITS	1,385.578
FTE: Factor 1.500	National Board Certified Teachers Units:	0.000
Size Adjustment Units	District Size Adjustment Units	112.500
	Charter Schools not eligible for District Size	(112.500)
UNITS Elementary/Mid/Jr. High 0.000 Senior High 0.000	School Size Adjustment Units	0.000
District Size 112.500	Rural Isolation Units	0.000
At-Risk Units At-risk index MEM	New District Adjustment Units	0.000
2012-2013: 0.064 1,000.00	At Risk Units	64.000
Charter Schools Student Activities	Growth Units	585.000
(Districts Only) MEM Factor		
0.100	Charter Schools Student Activities Units	0.000
	(Charters not eligible for CS Student Activities)	0.000
Home School Student Activities		
(Districts Only) MEM Factor	Home School Student Activities Units	0.000
0.100	(Charters not eligible for Home School Student Activities)	0.000 0.000
	(Charters not engible for nome school student Activities)	0.000
	TOTAL PROGRAM UNITS	2,034.578
	Save Harmless Units	0.000
GROWTH & SAVE HARMLESS CALCULATION DATA		
Projected Mem: 700.00	GRAND TOTAL UNITS	2,034.578
(Enter the District Mem EXCLUDING Charter Mem)	GRAND TOTAL UNITS	·
2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	× Unit Value	\$3,585.00
Projected Mem: 1,000.00	=	
(Enter the District Mem EXCLUDING Charter Mem)	PROGRAM COST	\$7,293,962.13
Projected Mem:	1 ROGRAM COST	\$7,233,302.13
(Enter the District Mem EXCLUDING Charter Mem)	Non-categorical Revenue Credits:	
	Tax Levy (41110, 41113, 41114)	
	Federal Impact Aid (44103)	
I	Federal Forest Reserve (44204)	
Save-Harmless Data	Total Non-Cat Rev Credits \$0.00	
2012-2013 40th Day TOTAL PROGRAM UNITS	Local 750/ of Non Cotton and Develope Control	£0.00
(Not Grand Total Program Units) Growth Data	<u>Less</u> : 75% of Non-Categorical Revenue Credits	\$0.00
2012-13 Operating Budget Calculation 585.000	Other Credits/Adjustments:	
Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE	Cash Balance Credit	
40th Day Calculation 0.000	Energy Efficiency	
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	Energy Efficiency Nenewable Bonds	
	out att of the	

<u>Less</u>: Other Credits/Adjustments \$0.00

\$0.00

(\$145,879.24)

STATE EQUALIZATION GUARANTEE \$7,148,082.89

Other Misc Credits

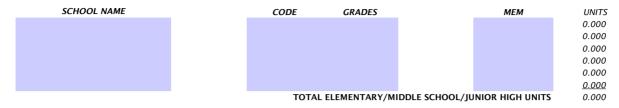
Total Other Credits

SIZE ADJUSTMENT UNITS:

PED 910B-5

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200. $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$



2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

 $((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS}$ or $((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES		MEM	UNITS
					0.000
					0.000
					0.000
					0.000
					0.000
					<u>0.000</u>
		7	TOTAL SENIOR HI	GH SCHOOL UNITS	0.000

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

 $(4,000 - (MEM / Eligible Senior High Schools)) \times 0.5 = UNITS$

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT 0.000

(MEM for current year) × .147 = UNITS

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

(MEM for prior year - MEM for current year) × .17 = UNITS

0.000

Charter Name New Mexico Connections Academy					
3 & 4 Yr. DD	3 & 4 Yr. A/B	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program	•				
ECE/KN					0.00
FDK		3.00		53.00	56.00
<u>Basic Program</u>					
Grade 1		3.00		53.00	56.00
Grade 2		3.00		53.00	56.00
Grade 3		3.00		67.00	70.00
Grade 4		4.00		80.00	84.00
Grade 5		6.00		106.00	112.00
Grade 6 Grade 7		7.00 8.00		133.00	140.00
Grade 8		8.00 8.00		146.00 160.00	154.00 168.00
Grade 9		9.00		173.00	182.00
Grade 10		7.00		133.00	140.00
Grade 11		6.00		106.00	112.00
Grade 12		3.00		67.00	70.00
Totals 0.00	0.00	70.00	0.00	1,330.00	70.00
*INCLUDE STUDENTS RECEIVING A/B S		7 0.00	0.00	ECE FTE	56.00
ezebz 5. ebzs nzeze, , , z 5.	2			TOTAL GRADES 1-12	1,344.00
				SUBTOTAL MEM	1,400.00
Is this a Charter School?	Υ			3021017121112111	,,,,,,,,,,
	-			TOTAL MEM	1,400.00
Is this for the 40th Day?	N				
	ECE	COST	PROGRAM	1	
	FTE	INDEX	UNITS		
<u>Kindergarten</u>					
ECE, FDK-New, and FDK	56.00	1.44	80.640	Kindergarten Units	80.640
Basic Program (Grade Total)					
Grade 01	56.00	1.20	67.200		
Grade 02	56.00	1.18	66.080		
Grade 03	70.00	1.18	82.600		
Grade 04	84.00	1.045	87.780		
Grade 05	112.00	1.045	117.040		
Grade 06	140.00	1.045	146.300		
Grade 07 *	154.00	1.25	192.500		
Grade 08 *	168.00	1.25	210.000		
Grade 09 *	182.00	1.25	227.500		
Grade 10 *	140.00	1.25	175.000		
Grade 11 *	112.00	1.25	140.000		
Grade 12 *	70.00	1.25	87.500		
* Includes Vocation	onai weighting			n	1 500 500
Special Education	A4544	Fact		Basic Program Units	1,599.500
Special Education C & C-Gifted	MEM 70.00	Factor 1.00	70.000		
-					
D & D-Gifted 3 & 4 Yr. DD	0.00 0.00	2.00 2.00	0.000 0.000		
3 & 4 Yr. DD 3 & 4 Yr. A/B	0.00	2.00 0.70	0.000		
A/B MEM (Reg/Gifted)	0.00	0.70		Special Ed. Units 70.000	
A/B MEM (Reg/Gifted)	0.00	0.70	0.000	Special Ea. Onits 70.000	
Adjusted Ancillary FTE	1.42	25.00		Ancillary FTE Units 35.500 Total Special Education Units	105.500
Elementary Fine Arts Program	m				. 33.300
MEM	<u></u>	Factor			
		0.0500		Fine Arts Program Units	0.000
Bilingual Program					
HOURS MEM	FTE	Factor			
1	0.00				
2	0.00				
3	0.00				
Total Bilingual 0.00	0.00	0.500		Bilingual Units	0.000
(May not total more than the no.	of students in grad	les K-12.)			

Elementary P.E. Program				
MEM	Factor 0.060	Eleme	entary P.E. Units	0.000
		TOTAL MEMBERSHIP PR	ROGRAM UNITS	1,785.640
		T & E In	ndex (Oct 2011)	1.085
National Board Certified Teachers		ADJUSTED PR	ROGRAM UNITS	1,937.419
FTE:	Factor 1.500	National Board Certified	Teachers Units:	0.000
Size Adjustment Units		District Size A Charter Schools not eligible	Adjustment Units	136.500
UNI	TS	Charter Schools not eligible	ie for District Size	(136.500)
Elementary/Mid/Jr. High 0.00 Senior High 0.00		School Size A	Adjustment Units	0.000
District Size 136.50		Rura	al Isolation Units	0.000
A Piel Heire Anna de la	514	New District A	Adjustment Units	0.000
At-Risk Units At-risk index M. 2012-2013: 0.064 1,400.0	EM 00		At Risk Units	89.600
Charter Schools Student Activities			Growth Units	779.000
(Districts Only) MEM	Factor 0.100	Charter Schools Student	t Activities Units	0.000
	0.700	(Charters not eligible for CS S		0.000
Home School Student Activities (Districts Only) MEM	Factor			
(Districts Only)	0.100	Home School Student (Charters not eligible for Home School S		0.000 0.000
		-	OGRAM UNITS	2,806.019
		. Save	e Harmless Units	0.000
GROWTH & SAVE HARMLESS CALCUL	ATION DATA			
Projected Mem: (Enter the District Mem EXCLUDING Charter Mem)	1,000.00	GRAND	TOTAL UNITS	2,806.019
(Enter the district mem excluding charter mem)			× Unit Value	\$3,585.00
Projected Mem: (Enter the District Mem EXCLUDING Charter Mem)	1,400.00		=	
		PR	OGRAM COST	\$10,059,578.12
Projected Mem: (Enter the District Mem EXCLUDING Charter Mem)		Non-categorical Revenue Cro	edits:	
		Tax Levy (41110, 41113, 41114)		
		Federal Impact Aid (44103)		
Save-Harmless Data		Federal Forest Reserve (44204) Total Non-Cat Rev Credits	\$0.00	
2012-2013 40th Day TOTAL PROGRAM UNITS				
(Not Grand Total Program Uni	ts)	<u>Less</u> : 75% of Non-Categorical R	Revenue Credits	\$0.00
Growth Data 2012-13 Operating Budget Calculation	779.000	Other Credits/Adjustments:		
Op-Bud takes 10-11 40 Day compared to 11-12		Cash Balance Credit	<u>.</u>	
40th Day Calculation	0.000	Energy Efficiency		
Takes Prior Year 40th-Day and compares to Current	Year 40th-Day	Energy Efficiency Nenewable Bonds		

<u>Less</u>: Other Credits/Adjustments \$0.00

\$0.00

(\$201,191.56)

STATE EQUALIZATION GUARANTEE \$9,858,386.55

Other Misc Credits

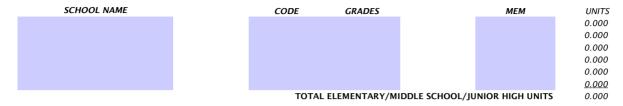
Total Other Credits

SIZE ADJUSTMENT UNITS:

PED 910B-5

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200. $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$



2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

 $((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS}$ or $((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES		MEM	UNITS
					0.000
					0.000
					0.000
					0.000
					0.000
					<u>0.000</u>
		7	TOTAL SENIOR HI	GH SCHOOL UNITS	0.000

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

 $(4,000 - (MEM / Eligible Senior High Schools)) \times 0.5 = UNITS$

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT UNITS YES? UNITS 0.000 (MEM for current year) \times .147 = UNITS

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

(MEM for prior year - MEM for current year) × .17 = UNITS

0.000

Note	Charter Name	New Mexi	co Connections /	Academy		Charter Number	
RECKN							
CCCNN			3 & 4 Yr. A/B	C-GIFTED	D-GIFTED	*BASIC	TOTAL
FDK		<u>gram</u>					0.00
Sasic Program Crade				4.00		76.00	
Crade 1				4.00		76.00	80.00
Crade 2				4 00		76.00	80.00
Crade 3							
Crade 4 6.00 114.00 122.00 152.00 152.00 150.00 15							
Crade 5							
Crade 6 10.00 190.00 220.00	Grade 5						
Crade 8 12,00 228,00 240,00 Crade 10 10,00 190,00 200,00 Crade 11 8,00 152,00 160,00 Crade 11 10,00 190,00 200,00 190,00							
Crade 9	Grade 7						
Crade 10	Grade 8			12.00		228.00	240.00
Crade 11	Grade 9			13.00		247.00	260.00
Crade 12	Grade 10			10.00		190.00	200.00
Totals	Grade 11			8.00		152.00	160.00
St his a Charter School? Y Is this for the 40th Day? N 100 N TOTAL CRADE 1-2 1,290.00	Grade 12			5.00		95.00	100.00
St his a Charter School? Y SUBTOTAL MEM Z,000.00	Totals	0.00	0.00	100.00	0.00	1,900.00	1
St this a Charter School? Y	*INCLUDE STUDENTS F	RECEIVING A/B SI	ERVICES			ECE FTI	E 80.00
St this a Charter School? Y St this for the 40th Day? N 100							
Sthis for the 40th Day? N						SUBTOTAL MEN	1 2,000.00
Sthis for the 40th Day? N 1000	Is this a C	Charter School?	Y				
Comparison Com						TOTAL MEN	A 2,000.00
Section Sect	Is this for	the 40th Day?	N				
FIE NOBEX NOTEX				100			
FIE NOBEX NOTEX							
Record Power Record R							
Resic Program (Grade Total)	I/!		FIE	INDEX	UNITS		
Sasic Program (Grade Total)		ν	90 00	1 44	115 200	Vindoraartan Unit	. 115 200
Grade 01	ECE, FDR-New, and FD	K	80.00	1.44	113.200	Kmaergarten omt.	3 113.200
Grade 01	Racic Program (C	rade Total)					
Crade 02		ii aue Tutai)	80.00	1 20	96 000		
C C C C C C C C C C							
Crade 04 120.00 1.045 125.400 Grade 05 160.00 1.045 167.200 Grade 06 200.00 1.25 209.000 Grade 07 * 220.00 1.25 275.000 Grade 08 * 240.00 1.25 300.000 Grade 09 * 260.00 1.25 325.000 Grade 10 * 200.00 1.25 250.000 Grade 11 * 160.00 1.25 250.000 Grade 11 * 160.00 1.25 250.000 Grade 12 * 160.00 1.25 125.000 Forcial Education MEM							
Grade 05							
Grade 06							
Grade 07 * 220.00 1.25 275.000 Grade 08 * 240.00 1.25 300.000 Grade 09 * 260.00 1.25 325.000 Grade 10 * 200.00 1.25 250.000 Grade 11 * 160.00 1.25 200.000 Grade 12 * 100.00 1.25 125.000 Fincludes Vocational Weighting							
Crade 08							
Crade 09 * 260.00 1.25 325.000 Grade 10 * 200.00 1.25 250.000 Grade 11 * 160.00 1.25 200.000 Grade 12 * 100.00 1.25 125.000 Includes Vocational Weighting							
Crade 10 * 200.00 1.25 250.000 Crade 11 * 160.00 1.25 200.000 Crade 12 * 100.00 1.25 125.000 Crade 12 * 100.000 Crade 12 * 100.000 Crade 12 * Includes Vocational Weighting							
Crade 11 *							
Special Education							
Special Education							
Basic Program Units 2,285.000		Includes Vocatio		25	.23.000		
Special Education						Basic Proaram Unit	s 2.285.000
C & C-Gifted 100.00 1.00 100.000 1.00 0.000 1.00 1.00 0.000 1.00 1.000	Special Education	n	MEM	Factor			_,_33.000
D & D-Gifted 0.00 2.00 0.000 3 & 4 Yr. DD 0.00 2.00 0.000 3 & 4 Yr. A/B 0.00 0.70 0.000 0.000 A/B MEM (Reg/Gifted) 0.00 0.70 0.000 Special Ed. Units 100.000					100.000		
3 & 4 Yr. DD							
3 & 4 Yr. A/B		•					
A/B MEM (Reg/Cifted) 0.00 0.70 0.00 Special Ed. Units 100.000 Adjusted Ancillary FTE 1.67 25.00 Ancillary FTE Units 41.750 Total Special Education Units 141.750 Elementary Fine Arts Program MEM Factor 0.0500 Fine Arts Program Units 0.000 Billingual Program HOURS MEM FTE Factor 1 0.00 2 0.00 3 0.00 Total Bilingual 0.00 0.00 0.500 Bilingual Units 0.000							
Total Special Education Units 141.750 Elementary Fine Arts Program MEM	A/B ME	M (Reg/Gifted)	0.00	0.70	0.000	Special Ed. Units 100.000)
Total Special Education Units 141.750 Elementary Fine Arts Program MEM							
Factor O.0500 Fine Arts Program Units O.000	Adjusted	Ancillary FTE	1.67	25.00		Ancillary FTE Units 41.750)
NEM Factor 0.0500 Fine Arts Program Units 0.000						Total Special Education Unit.	s 141.750
NEM Factor 0.0500 Fine Arts Program Units 0.000	Elementary Fine	Arts Progran	<u>n</u>				
Bilingual Program				Factor			
HOURS MEM FTE Factor 1 0.00 0.00 2 0.00 0.00 3 0.00 0.00 Total Bilingual 0.00 0.00 0.500 Bilingual Units 0.000				0.0500		Fine Arts Program Unit	s 0.000
HOURS MEM FTE Factor 1 0.00 0.00 2 0.00 0.00 3 0.00 0.00 Total Bilingual 0.00 0.00 0.500 Bilingual Units 0.000							
1 0.00 2 0.00 3 0.00 Total Bilingual 0.00 0.00 Bilingual Units 0.000							
2 0.00 3 0.00 Total Bilingual 0.00 0.00 0.500 Bilingual Units 0.000		MEM		Factor			
3 0.00 Total Bilingual 0.00 0.00 0.500 Bilingual Units 0.000							
Total Bilingual 0.00 0.00 0.500 Bilingual Units 0.000							
3							
(May not total more than the no. of students in grades K-12.)	_					Bilingual Unit	s 0.000
	(May not total m	ore than the no.	of students in grad	es K-12.)			

Elementary D.E. Drogram				
Elementary P.E. Program MEM	Factor			
MEN	0.060	Ele	ementary P.E. Units	0.000
		TOTAL MEMBERSHII	PROGRAM UNITS	2,541.950
		Т.&.	E Index (Oct 2011)	1.085
		,	macx (oct 2011)	1.003
National Board Certified Teachers		ADJUSTED	PROGRAM UNITS	2,758.016
FTE:	Factor 1.500	National Board Certif	ied Teachers Units:	0.000
		·		
Size Adjustment Units			e Adjustment Units	150.000
UNITS		Charter Schools not eli	gible for District Size	(150.000)
Elementary/Mid/Jr. High 0.000		School Siz	e Adjustment Units	0.000
Senior High 0.000				
District Size 150.000		R	ural Isolation Units	0.000
		New Distric	t Adjustment Units	0.000
At-Risk UnitsAt-risk indexMEM2012-2013:0.0642,000.00			At Risk Units	128.000
Charter Schools Student Activities			Growth Units	1,170.000
(Districts Only) MEM	Factor		drowin omis	1,170.000
(======================================	0.100	Charter Schools Stud	lent Activities Units	0.000
		(Charters not eligible for (S Student Activities)	0.000
Home School Student Activities				
(Districts Only) MEM	Factor			
	0.100	Home School Stud (Charters not eligible for Home Scho	lent Activities Units	0.000 0.000
		(Charters not engine for frome Scho	or student Activities,	0.000
		TOTAL	PROGRAM UNITS	4,056.016
		S	ave Harmless Units	0.000
GROWTH & SAVE HARMLESS CALCULAT	ION DATA			
Davis at Alfan	1 400 00	CD44	ID TOTAL LINUTS	4.050.010
Projected Mem: (Enter the District Mem EXCLUDING Charter Mem)	1,400.00	GKA	ID TOTAL UNITS	4,056.016
			× Unit Value	\$3,585.00
Projected Mem:	2,000.00		=	
(Enter the District Mem EXCLUDING Charter Mem)			DDOCDAM COST	¢14 540 017 36
Projected Mem:			PROGRAM COST	\$14,540,817.36
(Enter the District Mem EXCLUDING Charter Mem)		Non-categorical Revenue	Credits:	
		Tax Levy (41110, 41113, 41114)		
		Federal Impact Aid (44103)		
L		Federal Forest Reserve (44204)		
Save-Harmless Data		Total Non-Cat Rev Credits	\$0.00	
2012-2013 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)		Less: 75% of Non-Categoric	al Revenue Cradits	\$0.00
Growth Data		Less . 1 3/0 of Non-Categoric	WI VENEURE CLERICS	\$0.00
2012-13 Operating Budget Calculation	1,170.000	Other Credits/Adjustmen	<u>ts:</u>	
Op-Bud takes 10-11 40 Day compared to 11-12 Mer	n Proj. FTE	Cash Balance Credit		
40th Day Calculation	0.000	Energy Efficiency		
Takes Prior Year 40th-Day and compares to Current Year	r 40th-Day	Energy Efficiency Nenewable Bonds		
		Other Mice Cuedite		

<u>Less</u>: Other Credits/Adjustments \$0.00

\$0.00

(\$290,816.35)

STATE EQUALIZATION GUARANTEE \$14,250,001.01

Other Misc Credits

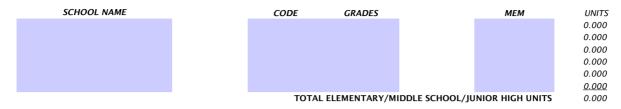
Total Other Credits

SIZE ADJUSTMENT UNITS:

PED 910B-5

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200. $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$



2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

 $((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS}$ or $((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES		MEM	UNITS
					0.000
					0.000
					0.000
					0.000
					0.000
					<u>0.000</u>
			TOTAL SENIOR HI	GH SCHOOL UNITS	0.000

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

 $(4,000 - (MEM / Eligible Senior High Schools)) \times 0.5 = UNITS$

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT 0.000 (MEM for current year) \times .147 = UNITS

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

(MEM for prior year - MEM for current year) × .17 = UNITS

0.000

APPENDIX K

				PROJ. AMT				
FUND	FUNCTION	OBJECT	OBJECT DESCRIPTION	(YEAR 1)	(YEAR 2)	(YEAR 3)	(YEAR 4)	(YEAR 5)
FUND 11	000-Operatio	nal Revenu	ie					
		Revenue I	From Local Sources					
11000	0000	41701	Fees Activities					
11000	0000	41702	Fees Educational					
11000	0000	41705	Fees Users					
11000	0000	41706	Fees Summer School					
11000	0000	41920	Contributions and Donations From Private Sources					
		Revenue I	From State Sources					
11000	0000	43101	State Equalization Guarantee	\$2,399,773.62	\$4,933,519.91	\$7,148,082.89	\$9,858,386.55	\$14,250,001.01
11000		TOTAL: O	PERATIONAL	\$2,399,773.62	\$4,933,519.91	\$7,148,082.89	\$9,858,386.55	\$14,250,001.01

			JOB		PROJ. AMT		PROJ. AMT		PROJ. AMT		PROJ. AMT		PROJ. AMT	
	FUNCTION		CLASS	OBJECT DESCRIPTION	(YEAR 1)	FTE	(YEAR 2)	FALSE	(YEAR 3)	FTE	(YEAR 4)	FTE	(YEAR 5)	FTE
11000 E	XPENDITUR													
	Function-10													
11000				es - Compensation	# 400 000 00	10.50	\$700.000.00	40.00	0.1 100 000 00	00.50	0.1 700 000 00	44.50	00.000.000.00	70.00
11000 11000		51100 51100	1411 1412	Salaries Expense: Teachers Grades 1-12 Salaries Expense: Teachers Special Education	\$420,000.00 \$0.00	10.50 0.00	\$720,000.00 \$90,000.00		\$1,180,000.00 \$135,000.00	29.50 3.00	\$1,780,000.00 \$180,000.00	44.50 4.00	\$2,880,000.00 \$180,000.00	
11000		51100	1413	Salaries Expense: Teachers Early Childhood Ed.	\$40,000.00	1.00	\$40,000.00		\$80,000.00	2.00	\$100,000.00	2.50	\$160,000.00	
11000	1000	51100	1414	Salaries Expense: Teachers Preschool (Excludes Special Ed.)	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				, , , , , , , , , , , , , , , , , , , ,		, ,		, , , , , , , , , , , , , , , , , , , ,	
11000		51100	1415	Salaries Expense: Teachers Vocational and Technical										
11000 11000		51100 51100	1416 1611	Salaries Expense: Teachers Other Instruction Salaries Expense: Substitutes Sick Leave										
11000		51100	1612	Salaries Expense: Substitutes Sick Leave Salaries Expense: Substitutes Other Leave										_
11000		51100	1613	Salaries Expense: Separation Pay										
11000		51100	1618	Salaries Expense: Athletics										1
11000		51100	1621	Salaries Expense: Summer School/After School										ļ
11000 11000		51100 51100	1624 1711	Salaries Expense: Activities Salaries										
11000	1000	51100	1711	Salaries Expense: Instructional Assistants Grades 1-12 Salaries Expense: Instructional Assistants Special Ed.										+
11000		51100	1713	Salaries Expense: Instructional Assistants Special Eu. Salaries Expense: Instructional Assistants ECE										
11000		51100	1714	Salaries Expense: Inst Asst. Preschool (Excludes Spec. Ed.)										
				Total: Personnel Services Compensation	\$460,000.00	11.50	\$850,000.00	21.00	\$1,395,000.00	34.50	\$2,060,000.00	51.00	\$3,220,000.00	80.00
				es - Employee Benefits										
11000		52111		Educational Retirement	\$50,416.00		\$93,160.00		\$152,892.00		\$225,776.00		\$352,912.00	
11000	1000	52112	0000	ERA - Retiree Health	\$9,200.00		\$17,000.00		\$27,900.00		\$41,200.00		\$64,400.00	
11000 11000		52210 52220	0000	FICA Payments	\$28,520.00 \$6,670.00		\$52,700.00 \$12,325.00		\$86,490.00 \$20,227.50		\$127,720.00 \$29,870.00		\$199,640.00 \$46,690.00	
11000		52311	0000	Medicare Payments Health and Medical Premiums	\$54,403.74		\$99,345.55		\$163,210.72		\$241,267.97		\$378,461.27	,
11000		52312	0000	Life	\$648.60		\$1,184.40		\$1,945.80		\$2,876.40		\$4,512.00	,
11000	1000	52313	0000	Dental	\$2,914.56		\$5,322.24		\$8,743.68		\$12,925.44		\$20,275.20	ı İ
11000		52314	0000	Vision	\$647.91		\$1,183.14		\$1,943.73		\$2,873.34		\$4,507.20	i
11000		52315	0000	Disability	\$2,668.00		\$4,872.00		\$8,004.00		\$11,832.00		\$18,560.00)
11000 11000		52316 52500	0000	Other Insurance Unemployment Compensation										
11000	1000	52710	0000	Workers Compensation Premium										
11000		52720	0000	Workers Compensation Employer's Fee										
11000	1000	52730	0000	Workers Compensation (Self Insured)										
11000	1000	52911	0000	Cafeteria Plan Fees										
11000 11000		52912 52913	0000	Employee Assistance Programs										
11000		52913	0000	Workers Compensation Employee Fees Deferred Sick Leave Reserve										
11000	1000	02014	0000	Total: Personnel Services Employee Benefits	\$156,088.81		\$287,092.33		\$471,357.43		\$696,341.15		\$1,089,957.67	,
		Purchase	d Profes	ssional and Technical Services	\$100,000.01		+20.,002.00		\$11.1,001110		+++++++++++++++++++++++++++++++++++++		\$1,000,001101	
11000		53414		Other Professional Services	\$144,838.00		\$609,867.00		\$876,173.00		\$1,163,403.00		\$1,698,530.00	,
		53711	0000	Other Charges	\$28,047.00		\$37,887.00		\$45,784.00		\$54,633.00		\$71,379.00)
				Total: Purchased Professional and Tech Services	\$172,885.00		\$647,754.00		\$921,957.00		\$1,218,036.00		\$1,769,909.00	
		Other Pu	rchased	Services										
11000		55813		Employee Travel - Non-Teachers	\$2,406.00		\$19,750.00		\$25,000.00		\$32,329.00		\$50,000.00	,
11000		55814	0000	Employee Training - Non-Teachers	\$2,406.00		\$19,750.00		\$25,000.00		\$32,329.00		\$50,000.00	4
11000 11000		55817 55818	0000	Student Travel Other Travel - Non-Employees	\$2,406.00 \$1,444.00		\$19,750.00 \$11,850.00		\$25,000.00 \$15,000.00		\$32,329.00 \$19,397.00		\$50,000.00 \$30,000.00	,
11000		55819	0000	Employee Travel - Teachers	\$1,444.00 \$4,812.00		\$11,850.00		\$50,000.00		\$19,397.00 \$64,658.00		\$100,000.00	
11000		55820	0000	Employee Training - Teachers	\$2,406.00		\$19,750.00		\$25,000.00		\$32,329.00		\$50,000.00	
11000		55914	0000	Contracts - Interagency										
11000	1000	55915	0000	Other Contract Services	\$0.00		\$31,988.00		\$45,785.00		\$60,000.00		\$85,968.00	
				Total: Other Purchased Services	\$15,880.00		\$162,338.00		\$210,785.00		\$273,371.00		\$415,968.00	1
44000		Supplies	loooc	Other Toutherlin	A 566 656		07// 000		04.041.000		04 40= ====		00.012.222	
11000 11000	1000	56112 56113	0000	Other Textbooks Software	\$506,250.00 \$240,000.00		\$711,000.00 \$336,000.00		\$1,011,000.00 \$480,000.00		\$1,425,500.00 \$672,000.00		\$2,040,000.00 \$960,000.00	
11000		56118	0000	General Supplies and Materials	\$240,000.00		\$357,836.00		\$511,194.00		\$715,672.00		\$1,022,388.00	
				Total: Supplies	\$831,449.00		\$1,404,836.00		\$2,002,194.00		\$2,813,172.00		\$4,022,388.00	
		Property					. , . ,						. , , ,	
11000	1000	57331	0000	Fixed Assets (more than \$5,000)										
11000		57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	1000		TOTAL:	INSTRUCTION	\$1,636,302.81	11.50	\$3,352,020.33	21.00	\$5,001,293.43	34.50	\$7,060,920.15	51.00	\$10,518,222.67	80.00

	Function-2	2100 - Sup	port Ser	vices - Students										
				ces - Compensation										
11000	2100	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist	\$32,500,00	0.50	\$65,000,00	1.00	\$65,000,00	1.00	\$65,000,00	1.00	\$65,000,00	1.0
11000	2100	51100	1214	Salaries Expense: Guidance Counselors/Social Workers	\$30,000.00	0.50	\$60,000.00	1.00	\$60,000.00	1.00	\$60,000.00	1.00	\$60,000.00	1.0
11000	2100	51100	1215	Salaries Expense: Registered Nurse										
11000	2100	51100	1216	Salaries Expense: Health Assistants										
11000	2100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2100	51100	1218	Salaries Expense: School/Student Support										
11000	2100	51100	1311	Salaries Expense: Diagnostician										
11000 11000	2100	51100 51100	1312	Salaries Expense: Speech Therapist	-					-				
11000	2100 2100	51100	1313 1314	Salaries Expense: Occupational Therapist Salaries Expense: Physical Therapist/Recreational Therapist	+									
11000	2100	51100	1315	Salaries Expense: Psychologist Counselors	1									
11000	2100	51100	1316	Salaries Expense: Audiologists						1				
11000	2100	51100	1317	Salaries Expense: Interpreters						1				
11000	2100	51100	1318	Salaries Expense: Specialists										
11000	2100	51100	1319	Salaries Expense: Special Ed. Assistants										
11000	2100	51100	1511	Salaries Expense: Data Processing										
				Total: Personnel Services - Compensation	\$62,500.00	1.00	\$125,000.00	2.00	\$125,000.00	2.00	\$125,000.00	2.00	\$125,000.00	2.0
		Personr	el Servic	ces - Employee Benefits										
11000	2100	52111	0000	Educational Retirement	\$6,850.00		\$13,700.00		\$13,700.00		\$13,700.00		\$13,700.00	
11000	2100	52112	0000	ERA - Retiree Health	\$1,250.00		\$2,500.00		\$2,500.00		\$2,500.00		\$2,500.00	
11000	2100	52210	0000	FICA Payments	\$3,875.00		\$7,750.00		\$7,750.00		\$7,750.00		\$7,750.00	
11000	2100	52220	0000	Medicare Payments	\$906.35		\$1,812.50		\$1,812.50		\$1,812.50		\$1,812.50	
11000	2100	52311	0000	Health and Medical Premiums	\$4,730.76		\$9,461.52		\$9,461.52		\$9,461.52		\$9,461.52	
11000	2100	52312	0000	Life	\$56.40		\$112.80		\$112.80		\$112.80		\$112.80	
11000	2100	52313	0000	Dental	\$253.44		\$506.88		\$506.88		\$506.88		\$506.88	
11000	2100	52314	0000	Vision	\$56.34		\$112.68		\$112.68		\$112.68		\$112.68	
11000	2100	52315	0000	Disability	\$232.00		\$464.00		\$464.00		\$464.00		\$464.00	
11000 11000	2100 2100	52316 52500	0000	Other Insurance Unemployment Compensation										
11000	2100	52710	0000	Workers Compensation Premium	_									
11000	2100	52720	0000	Workers Compensation Employer's Fee										
11000	2100	52730	0000	Workers Compensation (Self Insured)										
11000	2100	52911	0000	Cafeteria Plan Fees										
11000	2100	52912	0000	Employee Assistance Programs										
11000	2100	52913	0000	Workers Compensation Employee Fees										
11000	2100	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$18,210.29		\$36,420.38		\$36,420.38		\$36,420.38		\$36,420.38	
		Purchas	ed Profe	ssional and Technical Services										
11000	2100	53211	0000	Diagnosticians - Contracted										
11000	2100	53212	0000	Speech Therapists - Contracted										
11000	2100	53213	0000	Occupational Therapists - Contracted										
11000	2100	53214	0000	Physical/Recreational Therapists - Contracted										
11000	2100	53215	0000	Psychologists/Counselors - Contracted										
11000	2100	53215	0000	Psychologists/Counselors - Contracted										
11000 11000	2100 2100	53216 53217	0000	Audiologists - Contracted	+									
11000	2100	53217	0000	Interpreters - Contracted Specialists - Contracted	\$0.00		\$125,000.00		\$175,000.00		\$250,000.00		\$350,000.00	
11000	2100	53218	0000	Special Ed Assistants (Non-Instructional) - Contracted	φυ.υυ		φ123,000.00		φι/ο,υυυ.υυ		φ250,000.00		φοου,υυυ.υυ	
11000	2100	53414	0000	Other Professional Services	\$166,494.00		\$272,438.00		\$391,702.00		\$544,660.00		\$782,250.00	
11000	2.00		0000	Total: Purchased Professional and Tech Services	\$166,494.00		\$397,438.00		\$566,702.00		\$794,660.00		\$1,132,250.00	
		Durchas	ad Drofa	essional and Technical Services	¥100,10 1100		4001 ,100100		4000 ,1 02 .00		4.0.,000.00		\$1,102,200.00	
11000	2100	53414	0000	Other Professional Services										
11000	2100	53711	0000	Other Charges	\$8,047.00		\$17,887.00		\$25,784.00		\$34,633.00		\$51,378.00	
	12.00	100.11	10000	Total: Support Services - Students	\$8,047.00		\$17,887.00		\$25,784.00		\$34,633.00		\$51,378.00	
		Other D	irchaean	Services	ψυ,υτι.υυ		ψ.17,007.00		Ψ23,104.00		ψ0 1 ,000.00		ψ51,510.00	
	2100	55200	0000	Property/Liability Insurance										
11000			0000	Employee Travel - Non-Teachers	+									
		55813	0000		+									
11000 11000	2100	55813 55814	0000	I Employee Training - Non-Teachers										
11000 11000	2100 2100	55814	0000	Employee Training - Non-Teachers Other Travel - Non-Employees	+									
11000	2100		0000 0000 0000	Other Travel - Non-Employees										
11000 11000 11000	2100 2100 2100	55814 55818	0000											

		Supplies	S											
11000	2100	56113	0000	Software	\$30,000,00		\$42,000,00		\$60,000,00		\$84,000,00		\$120,000,00	
11000	2100	56118	0000	General Supplies and Materials	\$625.00		\$875.00		\$1,250.00		\$1,750.00		\$2,500.00	
	1-1	1		Total: Supplies	\$30,625.00		\$42,875.00		\$61,250.00		\$85,750.00		\$122,500.00	
		Property	,		, , , , , , , ,		, ,, ,, ,,		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
11000	2100	57331	10000	Fixed Assets (more than \$5,000)										
11000	2100	57332	0000	Supply Assets (\$5,000 or less)										
11000	2100	07002	0000	Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2100			TOTAL: SUPPORT SERVICES - STUDENTS	\$285.876.29	4.00	\$619.620.38	2.00	\$815.156.38	2.00		2.00		2.00
11000				I .	\$285,876.29	1.00	\$619,620.38	2.00	\$815,156.38	2.00	\$1,076,463.38	2.00	\$1,467,548.38	2.00
	Function-			vices - Instruction										
				ces - Compensation										
11000	2200	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist										
11000	2200	51100	1212	Salaries Expense: Library/Media Specialist										
11000	2200	51100	1213	Salaries Expense: Library/Media Assistants										
11000	2200	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2200	51100	1511	Salaries Expense: Data Processing										
				Total: Support Services - Instruction	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personn	el Servic	ces - Employee Benefits										
11000	2200	52111	0000	Educational Retirement										
11000	2200	52112	0000	ERA - Retiree Health										
11000	2200	52210	0000	FICA Payments										
11000	2200	52220	0000	Medicare Payments										
11000	2200	52311	0000	Health and Medical Premiums										
11000	2200	52312	0000	Life										
11000	2200	52313	0000	Dental										
11000	2200	52314	0000	Vision										
11000	2200	52315	0000	Disability										
11000	2200	52316	0000	Other Insurance										
11000	2200	52500	0000	Unemployment Compensation										
11000	2200	52710	0000	Workers Compensation Premium										
11000	2200	52720	0000	Workers Compensation Employer's Fee										
11000	2200	52730	0000	Workers Compensation (Self Insured)										
11000	2200	52911	0000	Cafeteria Plan Fees										
11000	2200	52912	0000	Employee Assistance Programs										
11000	2200	52913	0000	Workers Compensation Employee Fees										
11000	2200	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchas	ed Profe	ssional and Technical Services										
11000	2200	53414	0000	Other Professional Services	\$31,500.00		\$44,100.00		\$63,000.00		\$88,200.00		\$126,000.00	
11000	2200	53711	0000	Other Charges										
	•	•		Total: Purchased Professional and Tech Services	\$31,500.00		\$44,100.00		\$63,000.00		\$88,200.00		\$126,000.00	
		Other P	urchased	Services										
11000	2200	55813	0000	Employee Travel - Non-Teachers										
11000	2200	55814	0000	Employee Training - Non-Teachers	+									
11000	2200	55818	0000	Other Travel - Non-Employees							-		-	
11000	2200	55914	0000	Contracts - Interagency					1					
11000	2200	55915	0000	Other Contract Services										
		1000.0	1	Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies			Ų		\$0.00		\$0.00		V 0.00		V 0.00	
11000	2200	56113	0000	Software	\$30,000.00		\$42,000.00		\$60,000.00		\$84,000.00		\$120,000.00	
11000	2200	56114	0000	Library And Audio-Visual	\$30,000.00		\$42,000.00 \$67,150.00		\$60,000.00		\$84,000.00 \$109,919.00		\$120,000.00	
11000	2200	56114		General Supplies and Materials										
11000	2200	30110	0000	Total: Supplies	\$625.00		\$875.00		\$1,250.00		\$1,750.00		\$2,500.00	
				rotai: Supplies	\$38,805.00		\$110,025.00		\$146,250.00		\$195,669.00		\$292,500.00	
		Property												
11000	2200	57331	0000	Fixed Assets (more than \$5,000)										
11000	2200	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	2200		_	TOTAL: SUPPORT SERVICES - INSTRUCTION								0.00	\$418,500.00	0.00

	Function 2	200 Con	oral Adm	ninistration										
	runction-2			es - Compensation										
11000	2200	51100	11113	•										
11000	2300			Salaries Expense: Administrative Associates										
11000	2300 2300	51100 51100	1114 1217	Salaries Expense: Administrative Assistants Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2300	51100												
11000	2300	51100	1511	Salaries Expense: Data Processing	***	0.00	***	0.00	***	0.00	***	0.00	40.00	0.00
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				es - Employee Benefits										
11000	2300	52111	0000	Educational Retirement										
11000	2300	52112	0000	ERA - Retiree Health										
11000	2300	52210	0000	FICA Payments										
11000	2300	52220	0000	Medicare Payments										
11000	2300	52311	0000	Health and Medical Premiums										
11000	2300	52312	0000	Life										
11000	2300	52313	0000	Dental										
11000	2300	52314	0000	Vision										
11000	2300	52315	0000	Disability										
11000	2300	52316	0000	Other Insurance										
11000	2300	52500	0000	Unemployment Compensation	<u> </u>									
11000	2300	52710	0000	Workers Compensation Premium	<u> </u>									
11000	2300	52720	0000	Workers Compensation Employer's Fee										
11000	2300	52730	0000	Workers Compensation (Self Insured)										
11000	2300	52911	0000	Cafeteria Plan Fees	1									
11000	2300	52912	0000	Employee Assistance Programs										
11000	2300	52913	0000	Workers Compensation Employee Fees										
11000	2300	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchase	ed Profes	ssional and Technical Services										
11000	2300	53411	0000	Auditing	\$18,000.00		\$18,000.00		\$18,000.00		\$18,000.00		\$18,000.00	
11000	2300	53412	0000	Bond/Board Elections										
11000	2300	53413	0000	Legal	\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
11000	2300	53414	0000	Other Professional Services										
11000	2300	53711	0000	Other Charges	\$26,060.00		\$199,500.00		\$252,000.00		\$325,290.00		\$502,000.00	
				Total: Purchased Professional and Tech Services	\$49,060.00		\$222,500.00		\$275,000.00		\$348,290.00		\$525,000.00	
		Other Pu	rchased	Services										
11000	2300	55400	0000	Advertising	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2300	55811	0000	Board Travel	\$0.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
11000	2300	55812	0000	Board Training	\$4,000.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
11000	2300	55813	0000	Employee Travel - Non-Teachers										
11000	2300	55814	0000	Employee Training - Non-Teachers										
11000	2300	55818	0000	Other Travel - Non-Employees										
11000	2300	55914	0000	Contracts - Interagency										
11000	2300	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$4,000.00		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
		Supplies												
11000	2300	56113	0000	Software										
11000	2300	56115	0000	Board Expenses	†									
11000	2300	56118	0000	General Supplies and Materials	1									
	1-000	100.10	2000	Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Dranartu		. ота очерноо	\$0.00		ψυ.00		ψυ.00		φυ.00		Ψ0.00	
11000	2222	Property												
11000	2300	57331	0000	Fixed Assets (more than \$5,000)	+									
11000	2300	57332	0000	Supply Assets (\$5,000 or less)			A		4		4		**	
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2300			TOTAL: GENERAL ADMINISTRATION	\$53,060.00	0.00	\$232,500.00	0.00	\$285,000.00	0.00	\$358,290.00	0.00	\$535,000.00	0.00
	Function-2	400 - Scho	ool Ad <u>m</u> i	inistration										
				es - Compensation										
11000	2400	51100	1112	Salaries Expense: Principal	\$85,000.00	1.00	\$155,000.00	2.00	\$225,000.00	3.00	\$295,000.00	4.00	\$295,000.00	4.00
11000	2400	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist	ψου,000.00	1.00	ψ100,000.00	2.00	Ψ220,000.00	5.00	Ψ233,000.00	7.00	Ψ200,000.00	7.00
11000	2400	51100	1217	Salaries Expense: Coordinator/Subject Matter Specialist Salaries Expense: Secretary, Clerical, Technical Assistants	\$30,000.00	1.00	\$60,000.00	2.00	\$90,000.00	3.00	\$90,000.00	3.00	\$120,000.00	4.00
	2400	51100	1511	Salaries Expense: Data Processing	ψ30,000.00	1.00	ψου,υυυ.υυ	2.00	ψου,υυυ.υυ	3.00	ψ30,000.00	3.00	Ψ120,000.00	4.00
. 1000	100	01100	1.011	Total: Personnel Services - Compensation	\$115,000.00	2.00	\$215,000.00	4.00	\$315,000.00	6.00	\$385,000.00	7.00	\$415,000.00	8.00
				rotal. reisonnel services - compensation	\$115,000.00	2.00	⊅∠13,000.00	4.00	Φ313,000.00	0.00	გაინ,000.00	7.00	⊅410,000.00	8.

		Personn	el Servic	ces - Employee Benefits										
11000	2400	52111	0000	Educational Retirement	\$12,604.00		\$23,564.00		\$34,524.00		\$42,196.00		\$45,484.00	
11000	2400	52112	0000	ERA - Retiree Health	\$2,300.00		\$4,300.00		\$6,300.00		\$7,700.00		\$8,300.00	
11000	2400	52210	0000	FICA Payments	\$7,130.00		\$13,330.00		\$19,530.00		\$23,870.00		\$25,730.00	
11000	2400	52220	0000	Medicare Payments	\$1,667.50		\$3,117.50		\$4,567.50		\$5,582.50		\$6,017.50	
11000	2400	52311	0000	Health and Medical Premiums	\$9,461.72		\$18,923.04		\$28,384.56		\$33,115.32		\$37,846.08	
11000	2400	52312	0000	Life	\$112.80		\$225.60		\$338.40		\$394.80		\$451.20	
11000	2400	52313	0000	Dental	\$506.88		\$1,013.76		\$1,520.64		\$1,774.08		\$2,027.52	
11000	2400	52314	0000	Vision	\$112.68		\$225.36		\$338.04		\$394.38		\$450.72	
11000	2400	52315	0000	Disability	\$464.00		\$928.00		\$1,392.00		\$1,624.00		\$1,856.00	
11000	2400	52316	0000	Other Insurance										
11000	2400	52500	0000	Unemployment Compensation										
11000	2400	52710	0000	Workers Compensation Premium										
11000	2400	52720	0000	Workers Compensation Employer's Fee										
11000	2400	52730	0000	Workers Compensation (Self Insured)										
11000	2400	52911	0000	Cafeteria Plan Fees										
11000	2400	52912	0000	Employee Assistance Programs										
11000	2400	52913	0000	Workers Compensation Employee Fees										
11000	2400	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$34,359.58		\$65,627.26		\$96,895.14		\$116,651.08		\$128,163.02	
		Purchas	ed Profe	ssional and Technical Services										
11000	2400	53414	0000	Other Professional Services										
11000	2400	53711	0000	Other Charges					-					
	1= .00	30	, 3000	g					-					
				Total: Purchased Professional and Technical Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				1 Services										
11000	2400	55813	0000	Employee Travel - Non-Teachers										
11000	2400	55814	0000	Employee Training - Non-Teachers										
11000	2400	55914	0000	Contracts - Interagency										
11000	2400	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies	;											
11000	2400	56113	0000	Software										
11000	2400	56118	0000	General Supplies and Materials	\$20,550.00		\$32,550.00		\$43,200.00		\$67,500.00		\$99,000.00	
				Total: Supplies	\$20,550.00		\$32,550.00		\$43,200.00		\$67,500.00		\$99.000.00	
		Property	,		, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		, , , , , , , ,				, , , , , , , , , , , , , , , , , , , ,		, ,	
11000	2400	57331	0000	Fixed Assets (more than \$5,000)										
11000	2400	57332	0000	Supply Assets (\$5,000 or less)	-			-				-		
11000	2400	37332	0000	Total: Property	£0.00		£0.00	-	£0.00		£0.00	-	£0.00	-
					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2400			TOTAL: SCHOOL ADMINISTRATION	\$169,909.58	2.00	\$313,177.26	4.00	\$455,095.14	6.00	\$569,151.08	7.00	\$642,163.02	8.00
	Function-2	2500 - Cent	ral Serv	ices										
		Personn	el Servic	ces - Compensation										
11000	2500	51100	1113	Salaries Expense: Administrative Associates										
11000	2500	51100	1114	Salaries Expense: Administrative Assistants								1		
11000	2500	51100	1115	Salaries Expense: Assoc. SuptFin./Business Manager										
11000	2500	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants				- 1						
11000	2500	51100	1220	Salaries Expense: Business Office Support	\$40,000.00	0.50	\$40,000.00	0.50	\$80,000.00	1.00	\$80,000.00	1.00	\$80,000.00	1.00
11000	2500	51100	1511	Salaries Expense: Data Processing	,		, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		,		,		, , , , , , , , , , , , , , , , , , , ,	1
	•		•	Total: Personnel Services - Compensation	\$40,000.00	0.50	\$40,000.00	0.50	\$80,000.00	1.00	\$80,000.00	1.00	\$80,000.00	1.00
		Personn	el Servic	ces - Employee Benefits	,		. ,		,		,		,	
11000	2500	52111	0000	Educational Retirement	\$4,384.00		\$4,384.00		\$8,768.00		\$8,768.00		\$8,768.00	
11000	2500	52111	0000	ERA - Retiree Health	\$4,384.00		\$800.00		\$1,600.00		\$8,768.00		\$1,600.00	
11000	2500	52210	0000	FICA Payments	\$2,480.00		\$2,480.00		\$4,960.00		\$4,960.00		\$4,960.00	
11000	2500	52210	0000	Medicare Payments	\$2,480.00		\$580.00		\$4,960.00		\$4,960.00		\$1,160.00	
11000	2500	52220	0000	Health and Medical Premiums	\$4,730.76		\$4,730.76		\$4,730.76		\$4,730.76		\$4,730.76	
11000	2500	52311	0000	Life	\$4,730.76 \$56.40		\$4,730.76 \$56.40		\$4,730.76 \$56.40		\$4,730.76 \$56.40		\$4,730.76 \$56.40	
11000	2500	52312	0000	Dental	\$253.44		\$253.44		\$253.44		\$253.44		\$253.44	
11000	2500	52314	0000	Vision	\$253.44 \$56.34		\$253.44 \$56.34		\$253.44 \$56.34		\$253.44 \$56.34		\$253.44 \$56.34	
11000	2500	52314	0000	Disability	\$232.00		\$232.00		\$232.00		\$232.00		\$232.00	
11000	2500	52316	0000	Other Insurance	φ232.00		φ232.00		φ232.00		φ232.00		φ∠3∠.00	
11000	2500	52500	0000	Unemployment Compensation										
11000	2500	52710	0000	Workers Compensation Premium										
	2500	52710	0000	Workers Compensation Employer's Fee										
	2500	52720	0000	Workers Compensation (Self Insured)										
			0000	Cafeteria Plan Fees										
11000		52011												
11000 11000	2500	52911							i		i			
11000 11000 11000	2500 2500	52912	0000	Employee Assistance Programs										
11000 11000 11000 11000	2500 2500 2500	52912 52913	0000 0000	Employee Assistance Programs Workers Compensation Employee Fees										
11000 11000 11000 11000 11000 11000	2500 2500	52912	0000	Employee Assistance Programs	\$13,572.94		\$13,572.94		\$21.816.94		\$21.816.94		\$21,816.94	

		In	10.6											
11000	2500			Ssional and Technical Services Other Professional Services	Par 007 00		©74.004.00		£407.004.00		£4.47.07C.00		£040 750 00	
11000 11000	2500 2500	53414 53711	0000	Other Professional Services Other Charges	\$35,997.00 \$40,000.00		\$74,004.00 \$56,000.00		\$107,221.00 \$80,000.00		\$147,876.00 \$112,000.00		\$213,750.00 \$160,000.00	
11000	2500	53/11	0000	Other Charges	\$40,000.00		\$56,000.00		\$80,000.00		\$112,000.00		\$160,000.00	
				Total: Purchased Professional and Technical Services	\$75,997.00		\$130,004.00		\$187,221.00		\$259,876.00		\$373,750.00	
		Other D		Services	\$15,991.00		\$130,004.00		\$107,221.00		\$259,676.00		\$373,750.00	
11000	2500	55400	0000	Advertising										
11000	2500	55813	0000	Employee Travel - Non-Teachers										
11000	2500	55814	0000	Employee Training - Non-Teachers										
11000	2500	55914	0000	Contracts - Interagency										
11000	2500	55915	0000	Other Contract Services	\$23,250.00		\$42,000.00		\$51,750.00		\$90,000.00		\$135,000.00	
		l .		Total: Other Purchased Services	\$23,250.00		\$42,000.00		\$51,750.00		\$90,000.00		\$135,000.00	
		Supplies			. ,		. ,						. ,	
11000	2500	56113	0000	Software										
11000	2500	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property	,		,		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		,		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		,,,,,	
11000	2500	57331	0000	Fixed Assets (more than \$5,000)										
11000	2500	57332	0000	Supply Assets (\$5,000 or less)										
11000	2000	0.002	0000	Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500			TOTAL: CENTRAL SERVICES	\$152,819.94	0.50	\$225,576.94	0.50	\$340,787.94	1.00	\$451,692.94	1.00	\$610,566.94	1.00
11000		/ 00 0			\$132,019.94	0.30	\$223,370.94	0.50	\$340,767.34	1.00	\$451,032.34	1.00	\$010,500.94	1.00
	Function-2			d Maintenance of Plant										
1100				ces - Compensation										
11000	2600	51100	1113	Salaries Expense: Administrative Associates										
11000	2600	51100	1114	Salaries Expense: Administrative Assistants										
11000	2600	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2600	51100	1219	Salaries Expense: Duty Personnel										
11000	2600	51100	1614	Salaries Expense: Maintenance										
11000	2600	51100	1615	Salaries Expense: Custodial Salaries Expense: Crosswalk Guards										
11000	2600	51100	1623	·	£0.00	0.00	#0.00	0.00	f0.00	0.00	£0.00	0.00	£0.00	0.00
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				ces - Employee Benefits										
11000	2600	52111	0000	Educational Retirement										
11000	2600	52112	0000	ERA - Retiree Health										
11000 11000	2600	52210	0000	FICA Payments										
11000	2600 2600	52220 52311	0000	Medicare Payments Health and Medical Premiums										
11000	2600	52311	0000	Life										
11000	2600	52313	0000	Dental										
11000	2600	52314	0000	Vision										
11000	2600	52315	0000	Disability										
11000	2600	52316	0000	Other Insurance										
11000	2600	52500	0000	Unemployment Compensation										
11000	2600	52710	0000	Workers Compensation Premium										
11000	2600	52720	0000	Workers Compensation Employer's Fee										
11000	2600	52730	0000	Workers Compensation (Self Insured)										
11000	2600	52911	0000	Cafeteria Plan Fees										
11000	2600	52912	0000	Employee Assistance Programs										
11000	2600	52913	0000	Workers Compensation Employee Fees										
11000	2600	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				ssional and Technical Services										
11000	2600	53711	0000	Other Charges										
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchas	ed Prope	erty Services										
11000	2600	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment										
11000	2600	54312	0000	Maintenance & Repair - Buildings and Grounds										
11000	2600	54313	0000	Maintenance & Repair - Vehicles										
11000	2600	54411	0000	Electricity										
11000	2600	54412	0000	Natural Gas (Buildings)										
11000	2600	54413	0000	Propane/Butane (Buildings)										
11000	2600	54414	0000	Other Energy (Buildings)										
11000	2600	54415	0000	Water/Sewage			A 1 =							
11000	2600	54416	0000	Communication Services	\$10,000.00		\$15,000.00		\$20,000.00		\$25,000.00		\$25,000.00	
11000	2600	54610	0000	Rental - Land and Buildings	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600	54620	0000	Rental - Equipment and Vehicles										
11000	2600	54630	0000	Rental - Computers and Related Equipment Total: Purchased Property Services	\$10,000.00		\$15,000.00		\$20,000.00		\$25,000.00		\$25,000.00	

		Other Bu	rchasad	Services										
44000	0000				044 500 00		044 500 00		044 500 00		000 000 00		#00.000.00	
11000	2600	55200	0000	Property/Liability Insurance	\$11,500.00		\$11,500.00		\$11,500.00		\$23,000.00		\$23,000.00	
11000	2600	55813	0000	Employee Travel - Non-Teachers										
11000	2600	55814	0000	Employee Training - Non-Teachers										
11000	2600	55914	0000	Contracts - Interagency										
11000	2600	55915	0000	Other Contract Services	\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
				Total: Other Purchased Services	\$21,500.00		\$21,500.00		\$21,500.00		\$33,000.00		\$33,000.00	
		Supplies												
11000	2600	56113	0000	Software										
11000	2600	56118	0000	General Supplies and Materials										
11000	2600	56210	0000	Natural Gas (Vehicles)										
11000	2600	56211	0000	Gasoline										
11000	2600	56212	0000	Diesel Fuel										
11000	2600	56213	0000	Propane (Vehicles)										
11000	2600	56214	0000	Lubricants/Anti-Freeze										
11000	2600	56215	0000	Tires/Tubes										
11000	2600	56216	0000	Maintenance Supplies/Parts										
		100-10	1	Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Droporty			ψ0.00		ψ0.00		Ψ0.00		ψ0.00		ψ0.00	
11000	2000	Property		Final Assatz (see at the effect of the effec										
11000	2600	57331	0000	Fixed Assets (more than \$5,000)										
11000	2600	57332	0000	Supply Assets (\$5,000 or less)	00.00						A		A	
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600			TOTAL: OPERATION AND MAINTENANCE OF PLANT	\$31,500.00	0.00	\$36,500.00	0.00	\$41,500.00	0.00	\$58,000.00	0.00	\$58,000.00	0.00
	Function-27	700 - Stud	ent Tran	sportation										
				es - Compensation										
11000	2700	51100	1113	Salaries Expense: Administrative Associates										
11000	2700	51100	1114	Salaries Expense: Administrative Assistants										
11000	2700	51100	1217	Salaries Expense: Administrative Assistants Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2700	51100	1319	Salaries Expense: Special Ed. Assistants										
11000	2700	51100	1319		20.00	0.00	40.00	2.00	***	2.00	40.00	0.00	40.00	0.00
		Doroonn	al Camria	Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				es - Employee Benefits										
11000	2700	52111	0000	Educational Retirement										
11000	2700	52112	0000	ERA - Retiree Health										
11000	2700	52210	0000	FICA Payments										
11000	2700	52220	0000	Medicare Payments										
11000	2700	52311	0000	Health and Medical Premiums										
11000	2700	52312	0000	Life										
11000	2700	52313	0000	Dental										
11000	2700	52314	0000	Vision										
11000	2700	52315	0000	Disability										
11000	2700	52316	0000	Other Insurance										
11000	2700	52500	0000	Unemployment Compensation										
11000	2700	52710	0000	Workers Compensation Premium										
11000	2700	52720	0000	Workers Compensation Employer's Fee										
11000	2700	52730	0000	Workers Compensation (Self Insured)										
11000	2700	52911	0000	Cafeteria Plan Fees										
11000	2700	52912	0000	Employee Assistance Programs										
11000	2700	52913	0000	Workers Compensation Employee Fees										
11000	2700	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchase	ed Profes	ssional and Technical Services										
11000	2700	53711	0000	Other Charges										
				Total: Purchased Professional and Technical Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchase	ed Prope	rty Services										
11000	2700	55111	0000	Transportation Per-Capita Feeders										
11000	2700	55112	0000	Transportation Contractors										
. 7000	00	55112	2000	Total: Purchased Property Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2700			TOTAL: STUDENT TRANSPORTATION		0.00	• • • • •	0.00		0.00	• • • • • • • • • • • • • • • • • • • •	0.00	• • • • • • • • • • • • • • • • • • • •	0.00
					\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	2000		ITOTAL .	SUPPORT SERVICES	\$763,470.81	3.50	\$1,581,499.58	6.50	\$2,146,789.46	9.00	\$2,797,466.40	10.00	\$3,731,778.34	11.00

	Function 2	100 Foor	1 Sorvice	Operations										
	Function-3			e Operations										
11000	0100			ces - Compensation										
11000	3100	51100	1113	Salaries Expense: Administrative Associates										
11000	3100	51100	1114	Salaries Expense: Administrative Assistants										
11000 11000	3100 3100	51100 51100	1217 1617	Salaries Expense: Secretary, Clerical, Technical Assistants				-						
11000	3100	31100	1017	Salaries Expense: Food Services	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		-		Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				ces - Employee Benefits										
11000	3100	52111	0000	Educational Retirement										
11000	3100	52112	0000	ERA - Retiree Health										
11000	3100	52210	0000	FICA Payments										
11000 11000	3100	52220 52311	0000	Medicare Payments Health and Medical Premiums										
11000	3100 3100	52311	0000	Life	_									
11000	3100	52312	0000	Dental										
11000	3100	52314	0000	Vision										
11000	3100	52314	0000	Disability										
11000	3100	52316	0000	Other Insurance										
11000	3100	52500	0000	Unemployment Compensation										
11000	3100	52710	0000	Workers Compensation Premium	+									
11000	3100	52710	0000	Workers Compensation Employer's Fee	+									
11000	3100	52730	0000	Workers Compensation (Self Insured)	+									
11000	3100	52911	0000	Cafeteria Plan Fees	+									
11000	3100	52912	0000	Employee Assistance Programs	+									
11000	3100	52913	0000	Workers Compensation Employee Fees										
11000	3100	52914	0000	Deferred Sick Leave Reserve										
11000	0.00	02011	0000	Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Function 2	100 Food	l Comico	Operations	ψ0.00		ψ0.00		ψ0.00		ψ0.00		ψ0.00	
	Function-3			· ·										
				ssional and Technical Services										
11000	3100	53411	0000	Auditing										
11000	3100	53413	0000	Legal										
11000	3100	53414	0000	Other Professional Services										
11000	3100	53711	0000	Other Charges	****		****		****		***			
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				erty Services										
11000	3100	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment										
11000	3100	54312	0000	Maintenance & Repair - Buildings and Grounds										
11000	3100	54313	0000	Maintenance & Repair - Vehicles										
11000	3100	54411	0000	Electricity										
11000	3100	54412	0000	Natural Gas (Buildings)										
11000	3100	54413	0000	Propane/Butane (Buildings)										
11000	3100	54414	0000	Other Energy (Buildings)										
11000	3100	54415	0000	Water/Sewage										
11000	3100	54416	0000	Communication Services										
11000	3100	54610	0000	Rental - Land and Buildings										
11000	3100	54620	0000	Rental - Equipment and Vehicles	+									
11000	3100	54630	0000	Rental - Computers and Related Equipment			A		A				*	
				Total: Purchased Property Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Services										
11000	3100	55813	0000	Employee Travel - Non-Teachers									·	
11000	3100	55814	0000	Employee Training - Non-Teachers									·	
11000	3100	55914	0000	Contracts - Interagency									·	
11000	3100	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies	•											
11000	3100	56113	0000	Software										
11000	3100	56116	0000	Food										
11000	3100	56117	0000	Non-Food										
11000	3100	56118	0000	General Supplies and Materials										
	10000			Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property	,		700		700		Ţ 0		72,00		+	
11000	3100	57331	0000	Fixed Assets (more than \$5,000)										
11000	3100	57331	0000	Supply Assets (\$5,000 or less)	+									
11000	3100	J1 J3Z	0000	Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
					·		\$U.UU							0.00
11000				TOTAL: FOOD SERVICES OPERATIONS	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	

	Function 2	2200 Com	munity 9	Services Operations										
	FullCtion-s			ces - Compensation										
44000	2000													
11000	3300	51100	1619	Salaries Expense: Adult Education										
11000	3300	51100	1620	Salaries Expense: Recreation										
11000	3300 3300	51100 51100	1621 1622	Salaries Expense: Summer School/After School Salaries Expense: Bus Drivers										
11000	3300	51100	1625	Salaries Expense: Extended Services to Students										
11000	3300	51100	1625		60.00	0.00	00.00	0.00	£0.00	0.00	£0.00	0.00	£0.00	0.00
		D		Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				ces - Employee Benefits										
11000	3300	52111	0000	Educational Retirement										
11000	3300	52112	0000	ERA - Retiree Health										
11000	3300	52210	0000	FICA Payments										
11000	3300	52220	0000	Medicare Payments										
11000	3300	52311	0000	Health and Medical Premiums										
11000	3300	52312	0000	Life										
11000	3300	52313	0000	Dental										
11000	3300	52314	0000	Vision										
11000	3300	52315	0000	Disability										
11000	3300	52316	0000	Other Insurance										
11000	3300	52500	0000	Unemployment Compensation										
11000	3300	52710	0000	Workers Compensation Premium										
11000	3300	52720	0000	Workers Compensation Employer's Fee										
11000	3300	52730	0000	Workers Compensation (Self Insured)										
11000	3300	52911	0000	Cafeteria Plan Fees										
11000	3300	52912	0000	Employee Assistance Programs										
11000	3300	52913	0000	Workers Compensation Employee Fees										
11000	3300	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Pu	ırchased	Services										
11000	3300	55200	0000	Property/Liability Insurance										
11000	3300	55813	0000	Employee Travel - Non-Teachers										
11000	3300	55814	0000	Employee Training - Non-Teachers										
11000	3300	55817	0000	Student Travel										
11000	3300	55818	0000	Other Travel - Non-Employees										
11000	3300	55914	0000	Contracts - Interagency										
11000	3300	55915	0000	Other Contract Services										
	•			Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies	•											
11000	3300	56118	0000	General Supplies and Materials										
	•	•		Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3300			TOTAL: COMMUNITY SERVICES OPERATIONS	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
11000	3000		TOTAL	: OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00		0.00		0.00
11000			TOTAL	: OPERATIONAL FUND	\$2,399,773.62		\$4,933,519.91		\$7,148,082.89		\$9,858,386.55		\$14,250,001.01	91.00
					,-: >,	. 5100	+ -,		1.,	. 5100	+1,223,000.00	- //00	Ţ, <u>2</u> 53,001.01	1 1100

APPENDIX L

Draft Salary Schedule for Licensed School Staff

Licensed School Staff	Prop	Salary Estimate Included in Budget			
Principal	\$	\$85,000			
School Business	\$	\$80,000			
Assistant Principal	\$	\$70,000			
Manager of Special Education	\$	60,000 - \$70,000		\$65,000	
Manager of Counseling Services	\$.	50,000 - \$60,000		\$60,000	
Advisory Teacher	Level I \$30,000	Level II \$40,000	Level III \$50,000	\$40,000	
Elementary Teacher	Level I \$30,000	Level II \$40,000	Level III \$50,000	\$40,000	
Secondary Teacher	Level I \$30,000	Level II \$40,000	Level III \$50,000	\$40,000	
Special Education Teacher	Level I \$35,000	Level II \$45,000	Level III \$55,000	\$45,000	
Adjunct Teacher	·	N/A		N/A	

APPENDIX M



Tuesday, April 12 2012

Dear Public Education Commission:

Santa Fe is an ideal place to do business, raise children or enjoy the retirement years in a stimulating cultural environment. In short, our region is a great place to live, work and play.

I write today because I believe that Santa Fe also is a great place to innovate, especially in the area of education.

Our public schools offer an educational opportunity for many students, but traditional public schools are not always the right fit for every child. Today's technology, combined with our state's existing law allowing public charter schools, provides us with a new opportunity to create new public school options for children in Santa Fe and across New Mexico.

A group of volunteer parents and community leaders have come together to help launch New Mexico Connections Academy, a statewide, virtual charter school where children would attend a public school that offers increased personalization and flexibility; a rigorous, high-quality curriculum; and teaching provided by certified educators working in close collaboration with parents and learning mentors. In addition to this innovative learning environment that harnesses the power of state-of-the-art technology to deliver a high-quality public education, students also have the opportunity to participate in clubs and other extracurricular activities to help round out their educational experience.

There are now about 2.5 million pre-kindergarten through 12th-grade students in the U.S. who get at least some of their education online. An estimated 250,000 students are getting their entire educations virtually, from full-time virtual schools like the proposed New Mexico Connections Academy.

It's a model that is working elsewhere in the United States, and I hope that you will agree that it is a model we should launch here. Your support of the New Mexico Connections Academy will give our region and our state an additional competitive advantage and further bolster our city, our region and our state by giving our children access to another public school option that will help them grow, thrive and succeed.

Sincerely,

Simon Brackley President and CEO

505-988-3279 simon@santafechamber .com





June 25, 2012

Dear Chairman Garrison and Members of the Public Education Commission,

The purpose of this letter is to support New Mexico Connections Academy application as a full-time, public charter school to the Public Education Commission. United Way of Santa Fe County believes that additional educational options are important to children in Santa Fe and across New Mexico, especially for at-risk children; those with health challenges; and those for whom the traditional public school simply is not meeting their unique needs.

United Way of Santa Fe's mission is "Creating lasting change in chronic community conditions". Our vehicle for change is our Santa Fe Children's Project which is changing our community by creating opportunities for children and families. We bring the community together to plan, advocate, and provide programs from pre-natal to eight. Our children become more successful in school and in life, our families become more resilient, our community becomes stronger both now and in the future. We are specifically focusing on early education at United Way of Santa Fe County because:

- Early education is one of the best investments you can make;
- Our at-risk kids are already one to two years behind when they start the first grade;
- Our NM students are ranked 48th in the nation in 3rd grade reading scores;
- Only 53% of our kids graduate from high school.

The previous reasons are why we need additional opportunities in New Mexico's public education system, including full-time virtual charter schools. I believe that New Mexico Connections Academy is a high-quality option that could meet the needs of many students who need alternatives.

Please approve New Mexico Connections Academy.

Sincerely,

Katherine Freeman CEO/President

United Way of Santa Fe County

United Way of Santa Fe County LIVE UNITED

440 Cerrillos Road Suite A Santa Fe, NM 87501

tel 505.982.2002 fax 505.983.7586





1309 4th Street SW • El Camino Real • Albuquerque, NM 87102 • 505.842.9003 • Fax 505.764.9664 www.ahcnm.org

Alex O. Romero PRESIDENT/CEO

June 27, 2012

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Dear NM Public Education Commission:

As one of the largest Hispanic Chamber of Commerce in the country, we are well aware of the importance of supporting education and its development in the Hispanic community and the community at large.

The Albuquerque Hispano Chamber of Commerce includes a strong focus on education by supporting scholarships and workforce development. Education and scholarships support our youth, who are the leaders of tomorrow's New Mexico and future business owners.

We recognize that "one size fits all approach" does not work and we support new educational choices for our youth. A full time virtual school such as New Mexico Connections Academy is one more educational option for our youth to help increase academic performance and lower our dropout rate especially in the Hispanic community. We are also supportive of New Mexico Connections Academy's efforts in STEM and believe that increased STEM options will help lead New Mexico in the 21^{st} century.

We encourage you to include New Mexico Connections Academy as one more educational choice available to our children.

Sincerely,

Alex O. Romero President/CEO





Sherman McCorkle Chairman

Sandia Science & Technology Park Development Corporation

1451 Innovation Parkway SE, Suite 600, Albuquerque NM 87123-0001 Office: 505.843.1346, Cell: 505.235.8719, Fax: 505.338.2181 Sherman@smccorkle.org

June 26, 2012

Dear Chairman Garrison and Members of the Public Education Commission,

I am a native New Mexican and am Chairman of Sandia Science and Technology Park, a 300+ acre internationally recognized technology community affiliated with Sandia National Laboratories (SNL) and adjacent to Kirtland Air Force Base (KAFB). Currently 33 companies and organizations and more than 2,000 employees reside in SS&TP's 340-acre high-tech campus. The majority of the employees are scientists and engineers.

Science, technology, engineering, and math (STEM) are the key competencies for the 21st century. The companies and organizations that I work with frequently state that they have difficulty finding a skilled workforce not only in New Mexico but in the United States. It is more important than ever to increase the number of students who are interested in these fields and I support efforts that focus on STEM. New Mexico Connections Academy with its focus on STEM will be another educational avenue to support students learning throughout New Mexico and will be a great asset to rural students.

I know firsthand the difficulty of education in rural communities and especially when a family is mobile. After the Korean War, my father worked for the New Mexico State Highway Department and we had to follow small road jobs around the state, so I lived all over the state while I grew up including Artesia, Hobbs, Eagle Nest, Taos, Gallup and a couple of other places. Online education helps students, who are mobile due to economic circumstances, have a continuity of learning and access to exceptional teachers.

Access to STEM and providing additional educational options makes a charter school like New Mexico Connections Academy a great resource for students around the state. I encourage you to approve this school.

Sincerely,

Sherman McCorkle

Chairman

Sandia Science and Technology Park

Sum Holle :-



Dear Chairman Garrison and Members of the Public Education Commission,

As a community and business leader in Santa Fe, I believe that New Mexico Connections Academy would be a great educational opportunity for many students in Santa Fe, the surrounding communities, and our entire state. I currently serve as a founding partner of White and Luff Financial, an independent Raymond James office.

The economic health of Santa Fe and New Mexico is dependent upon a well-educated workforce. I am supportive of all avenues of educational opportunities. New Mexico Connections Academy will be one more public school option for students to help achieve their educational goals.

In addition to serving as a founding partner of White & Luff Financial, I am also active in education and currently serve on the Board of Partners in Education Foundation for Santa Fe Public Schools and as a member of the audit committee for Santa Fe Public Schools. I strongly support the Santa Fe Public School District and believe that New Mexico Connections Academy extends the district's ability to serve our children. With quality curriculum, highly qualified teachers, innovative delivery, and low facility expenses, New Mexico Connections Academy reaches students who are underserved, such as at-risk students; previously home-schooled; students with unique health challenges; or students who have suffered because of bullying.

This is a great opportunity for students and families; for the Santa Fe School District; and the state to further expand public school options for our children and equip them for a lifetime of success. Please consider approving New Mexico Connections Academy charter application.

Sincerely,

Carl Luff

CPA

President, White and Luff Financial

Investment Advisor Representative, Raymond James Financial Services

87104

iexplora!
Ideas You Can Touch

Ideas que puedes tocar

June 1, 2012

Dear Public Education Commission,

Arne Duncan, US Secretary of Education, stated, "Everyone has a stake in improving STEM education. Inspiring all our students to be capable in math and science will help them contribute in an increasingly technology-based economy, and will also help America prepare the next generation of STEM professionals-scientists, engineers, architects and technology professionals-to ensure our competiveness."

STEM education is a focus of Explora, a hands-on innovative discovery learning center. Our mission is to create opportunities for inspirational discovery and joy of lifelong learning through interactive experiences in science, technology and art. Explora is part science center, part children's museum, part free-choice school, part grandma's attic, part grandpa's garage, part laboratory, part neighborhood full of interesting people, and part of many people's lives. We believe that learning can happen anywhere and are supportive of efforts to help students learn about STEM in

innovative ways such as a virtual charter school like New Mexico Connections Academy.

We are interested in partnering with New Mexico Connections Academy to extend opportunities statewide in science education. Core components of New Mexico Connections Academy are field trips and clubs that are offered throughout the year and are designed to be both educational and enjoyable. New Mexico Connections Academy field trips will be excellent opportunities to meet other parents, students, and teachers face-to-face, but will also provide an opportunity to supplement learning and support the principles and theories presented in

Explora Serves New Mexico

Reaching out to schools and communities

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students' lessons. We at Explora would like to partner with New Mexico Connections Academy through our Outreach program, a mobile laboratory exploration center to help supplement the learning that occurs virtually and extend what is possible at New Mexico Connections Academy field trips. Below you will see a map that outlines the outreach efforts through our Mobile Lab and the areas of the state that could be reached in partnership with New Mexico Connections Academy. The mobile laboratory van travels throughout the state and could include activities such as

Fizzing and Foam: Colorful Chemistry, Shocking Electricity, Super Cold: Liquid Nitrogen and the States of Matter, and The Science of Sound.

Bringing together qualified teachers, a rigorous curriculum, creative partnerships, and high-tech tools is a perfect mix to customize public education and create options for children. With diminishing numbers of highly qualified science and math teachers especially in rural areas, I firmly believe that virtual education creates an opportunity for all students to gain access to high quality teachers who will spark their interest in STEM education. As Arne Duncan said – "everyone has a stake in improving STEM education". Creating more opportunities for students to learn in non-traditional ways is a mutual goal of Explora and New Mexico Connections Academy.

I urge you to approve this application.

Sincerely yours,

Dr. Patrick Lopez

Executive Director

Explora

Dear Public Education Commission Members:

We are residents in New Mexico and parents of school age children. Because we believe families like ours in New Mexico should have more educational options available to them, we want to express our support for the proposed New Mexico Connections Academy. We want this new option because traditional public schools may not be the right fit for every child. Some families want virtual schools so their children can learn at their own pace. For some children with health or other special needs, a full time virtual school is the best learning environment for them. Some families simply want an innovative new option in public education.

While learning would take place primarily in the home or another setting of the family's choice, the instruction would be provided by New Mexico certified teachers who utilize today's technology to deliver an accredited, high-quality curriculum to our children. Parents and caring adults serve as learning coaches, providing assistance to students much like the assistance that is provided by a teacher's aide in a traditional public school. For many reasons, this is a perfect fit for our family and other families in New Mexico – high quality teachers, high quality curriculum, and strong parental involvement in our children's education!

This public school would be accountable to the State and to parents. Students who are enrolled in this public charter school would take state assessments and other tests, just like students in traditional public schools. Students like ours also would have access to school clubs, enrichment programs, field trips and much more.

While full-time virtual learning is not the right fit for every student, we firmly believe that there are many children like ours all across New Mexico who would thrive in this learning environment.

For these reasons, and many more, we hope you will approve the application for New Mexico Connections Academy, giving our children and other children in our state access to high quality teachers, quality curriculum, and a public education!

Sincerely yours,

Irene Hernandez

Ireneh01@yahoo.com

Chaparral, NM

New Mexico Families for Public School Choice Options



May 15, 2012

To Whom it May Concern:

This letter is in support of New Mexico Connections Academy as I am interested in educational options in the State of New Mexico from both a personal and professional standpoint.

I have been a licensed New Mexico Real Estate Professional involved in both selling and leasing residential real estate since 1994 in the Las Cruces area. As a Real Estate Professional, I work with numerous families who are considering moving to Las Cruces. Some of the most frequent questions asked by those considering a relocation to New Mexico deal with the quality of education and what options exist to include the availability of charter schools.

It is an economic imperative that we work towards improving education and providing educational options. The real estate business has suffered over the last several years due to the economic downturn. Improving our educational options in New Mexico will help attract families by demonstrating New Mexico's focus on children, family and the community. Our children are our future and attracting families with high academic standards will naturally result in economic growth.

In addition, as a family who currently homeschools our child, I look forward to having additional choices for my family and others who may want the benefits of virtual schooling including high quality teachers and curriculum. I love the flexibility and benefits that learning from home provides, and I recognize that my son would receive a more complete school experience with caring, qualified teachers and extensive opportunities for interaction with other students through clubs and organized activities. Virtual education through New Mexico Connections Academy would provide this opportunity.

Thank you for considering the opportunity that New Mexico Connections Academy is offering to provide for New Mexico residents!

Sincerely.

Yvonne Duhigg Owner/Broker

http://www.JardinHomes.com



June 24, 2012

Dear Members of the New Mexico Public Education Commission,

This letter is in support of the New Mexico Connections Academy charter application. I am an Assistant Professor of Neurosurgery at the University of New Mexico, a Research Scientist at the Mind Research Network, and a practicing clinical neuropsychologist in Albuquerque, New Mexico and believe that students learn in a myriad of ways.

My research focuses on behavioral measures including intelligence, personality, and creativity, to brain function and structure in healthy, neurological, and psychiatric subjects. I have published over 60 research articles across a wide range of disciplines including traumatic brain injury, systemic lupus erythematosus, schizophrenia, intelligence, and creativity.

Virtual education allows students to learn in new ways and with multiple modalities – audio, text, video, and active learning. It is important to learn in new ways, as the brains of our children are faced with an increasingly complex and challenging world. The focus on creative and flexible learning strategies should be central to any educational intervention designed to address such challenges. Online learning allows multiple pathways to be explored to learn new content. This in turn creates more diverse and overlapping connections in the brain, which aids in learning, problem solving, and creativity. Many students are not engaged in the classroom, and by incorporating multiple learning pathways students will become active participants in their own learning process.

Please approve New Mexico Connections Academy. It will be an important option for students who need additional opportunities and an innovative methodology based upon solid research.

Sincerely,

Rex Jung, Ph.D.

Assistant Professor of Neurosurgery

University of New Mexico

To Whom It May Concern,

I am writing this letter in support of the New Mexico Connections Academy charter application. As a parent of a 16 year old son with physical limitations due to knee problems, I have observed the difficulties and struggles my son has endured firsthand in a regular public school setting. Walking across campus daily has caused him great pain and even with a plan in place, it has made school a difficult place for him to be. Because of his knee problems, he has missed many days of school and has been late to class trying to get through crowded hallways, walking across an enormous campus. In addition, his motivation to go to school and actively participate has dropped significantly. After a second reconstructive knee surgery on his left knee, he became hopeless in terms of school and wanted nothing to do with tackling the campus. To add to this, the time he missed during his surgery and recovery made it almost impossible to catch up.

I sought out online public schools in the beginning of the 2011-2012 school year and found no public options, only private. As a single parent on a teacher's salary, the cost of a private school is beyond my reach. The need for a variety of charter schools is prevalent and I was surprised to find no full time online charter schools here in New Mexico. New Mexico needs a variety of options for our children.

Some students will do better in certain settings than others and we need these options available to best meet the needs of our children. My son may not be able to attend a military public charter school because of his knee problems. For that matter, he may not be able to successfully attend his home school down the block because of the large campus size. However, he can attend an online charter school with an opportunity for success that he does not currently have or feel he has. This does not

discount the military charter school or his home school or any other charter or private school in town. It

just means, based on his needs, he needs an option for virtual courses. He needs an option that will

allow him to work from home and shape his school schedule. He needs to be able to focus on learning,

not on whether he can get across the campus after his knee sub-flexed getting off the bus. He needs an

option that will allow him to actively take classes while enduring continuous knee surgeries (he still has

the right knee that needs surgery). He needs to feel school is not a hopeless place and that he will not

get lost in the halls with 2200 other students. He needs to know there is another option. We need this

option for students just like my son. I only wish it had been available sooner. We cannot wait any longer.

Please, take this application into review as a long needed setting for many students here in New Mexico.

Know this is an option we cannot wait on any longer; for many students, such as my son, are having

feelings of hopelessness due to similar situations. As a parent and educator, the one thing I know is that

when a student becomes hopeless in their attitude toward school, there is little we can do to change

their feelings, if there is no other real option for change. Thank you for your time and open mind to ways

we can meet the needs of each and every student.

Sincerely,

Heather Cummings

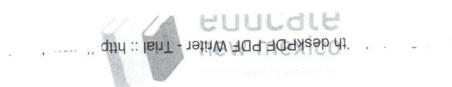
NM Educator / Parent

6227 Sierra Nevada Cir. NW

Heather armings

Albuquerque, NM 87114

505-792-9937



Dear Public Education Commission,

This letter is in support of New Mexico Connections Academy, another school choice option. I am the Executive Director of Educate New Mexico, a non-profit organization dedicated to helping New Mexico families exercise their right to a quality education by promoting parental choice.

In a recent survey conducted by Beck Research, New Mexico voters are demanding school choice especially among Latino families. "Families deserve a choice. Not every student is a perfect fit for the nearest school. Parents should have this option to ensure their kids get the best education possible," said State Rep. Antonio "Moe" Maestas. "Results from surveys like this will help my colleagues in Santa Fe realize what their constituents already know—New Mexico families want and deserve a choice."

New Mexico Connections Academy, a statewide virtual school, will create another avenue of choice for families. Many families for a variety of reasons may choose virtual education, but what they share is a desire for the best possible learning experience. A virtual school can empower students to learn in a way that is suited to their strengths and needs by customizing it to their unique talents, challenges and schedule. Students who are above or below grade level, dealing with medical issues, want to be more challenged, need a flexible schedule or simply need another type of learning environment are just a small sampling of the types of students that might choose this type of schooling option.

We at Educate New Mexico hope that you approve the charter application for New Mexico Connections Academy and provide more choices to families throughout New Mexico.

Sincerely.

Daniel Ulibarri

Executive Director

Educate New Mexico







Dear New Mexico Public Education Commission,

This letter is in support of New Mexico Connections Academy, a proposed virtual charter school. I am strongly supportive of efforts to increase knowledge in science, technology, engineering and math among our students.

In New Mexico this has become an acute problem. Intel who has a goal of 60% New Mexico graduates only hired 35% last year due to the shortage of qualified applicants from the state. "(But) as our technology becomes more complex to manufacture...we have seen a shortage of highly skilled engineers," a spokesman from Intel said. This is not only a problem in New Mexico but in the United States.

In an effort to prepare our students for college and the work place – and for success in life – we must be willing to expand the array of choices that are available to our children. New Mexico Connections Academy is one of those choices.

Public virtual learning brings together the perfect mix of qualified teachers; a rigorous curriculum; and the high-tech tools to customize a public education option for children for whom their traditional public school setting is not the most effective option. I firmly believe that if students who are given the opportunity to learn in this kind of collaborative environment, where the parent and teacher are full partners in their student's learning, coupled with the innovation made possible by harnessing today's technology to deliver a quality education, we can put our children and our state on a positive path to success.

Sincerely,

Kristin L. Steinmetz





June 27th, 2012

Mr. Andrew Garrison Chair, New Mexico Public Education Commission PO Box 27244 Albuquerque, NM 87125

Dear Mr. Garrison:

On behalf of the Board of Directors for the Greater Albuquerque Chamber of Commerce, we endorse New Mexico Connections Academy, a statewide K-12 full-time virtual charter school, and ask that you to consider their charter application that will be submitted in late June of 2012.

Over the last three years, there have been over 3000 inquiries from New Mexico families requesting a virtual school option, which is the reason New Mexico Connections Academy is being created. Full time public virtual education is available to 250,000 students nationwide, including in nearby Arizona, Colorado, Oklahoma, Texas, and Utah but not in New Mexico. A virtual school can empower students to learn in a way that is suited to their strengths and needs by customizing it to their unique talents, challenges and schedule. Students who are above or below grade level, dealing with medical issues, want to be more challenged, need a flexible schedule or simply need another type of learning environment are a few examples of students that might choose this type of schooling option.

The Chamber has a long history of supporting educational programs and educational systems that work. We believe New Mexico Connections Academy, a virtual charter school, would give students a flexible option to excel at learning, and we endorse their charter application.

Sincerely,

Jed Fanning, Chairman

Greater Albuquerque Chamber of Commerce EVP Group Manager, US Bank New Mexico

Terri Cole

President & Chief Executive Officer
Greater Albuquerque Chamber of Commerce

Terri L Cole

APPENDIX N

Student Stories from Connections Affiliated Schools

Coming soon – Arizona Connections Academy grad featured in the Navajo-Hopi Observer (http://www.navajohopiobserver.com)

Special Education programs: Examiner.com features Connections Academy (specifically PA) special education programs, June 2012 http://www.examiner.com/article/connections-academy-special-education-programs-1?cid=db articles

Athlete/Actress/Academic whiz kid: Arizona Republic story about Ria Cheruvu, an 8 year-old Arizona Connections Academy whiz kid who is working far above grade level, volunteering and landing roles in movies: http://www.azcentral.com/community/gilbert/20120508gilbert-girl-ria-cheruvu-young-movie-actress

Social challenges -- Connections Academy video: After transferring to a new school, Beau Patterson struggled with being bullied. Overtime the situation negatively impacted his well-being and his grades. He and his mom looked at public online school options and discovered online learning with Connections Academy. Watch the video to learn why the recent All Around Champion of Greenlee County's Junior Rodeo Series likes online high school and what he has to say to all the kids out there that are being bullied and having a hard time in school.

http://www.youtube.com/watch?v=gX2wnUcnS1I&feature=plcp

Valedictorian /Volunteer: Capistrano Connections Academy's Andrea Sanders graduated Monday as the school valedictorian with a 4.46 GPA! With flexible scheduling through virtual school, Andrea was able to volunteer once a week at an orphanage. Learn more about her experience in the <u>San Clemente Patch</u>.

Learning from home in Nevada: Public schooling online from the comfort of home with Nevada Connections Academy! The Nightingale family is finding success with NCA—"He [Matthew] has mush more confidence working (at home) and the results really show," parent Katie Nightingale said. Read more in the Daily Sparks Tribune.

Speech Therapy at Connections Academy featured in an extensive <u>Education Week</u> piece on one-on-one speech therapy online. Before online speech therapy, Nancy DeTara had to drive her daughter 1 hr to connect with a speech therapist taking valuable time away from schoolwork. Now her daughter meets with a therapist w/out leaving home. Connections in the spotlight in <u>eSchool News</u> for offering an online speech therapy option, comments from Supervisor of Language Services, Robyn Guerrasio

Arizona student finds "healthy" choice in virtual school – CBS Arizona feature: http://www.youtube.com/watch?v=5Mc7kkXlfgM&list=PL42A1A75EF5AFFCCD&index=4&feature=plpp-video

Texas tennis players find success in the virtual classroom and on the court: Connections Academy video:

http://www.youtube.com/watch?v=ti1vLrrZkzM&list=PL42A1A75EF5AFFCCD&index=9&feature=plpp_video

The testimonials below are from students enrolled in the Connections program, from their parents, or from teachers and administrators using the curriculum

"I enjoy studying online and the flexibility of school at my own pace. And, I LOVE my teachers!"

- 4th grade student, Nevada Connections Academy

"Connections Education has provided a top notch quality education to many students. I have personally met many families for whom this was the best, and sometimes only, option for their students. One particular family I hold near and dear to my heart is that of a young girl with a severe peanut allergy. Her mom is an educator and dreamed of taking her daughter to school with her, only to find out that doing so was life threatening. Virtual schooling was the only option for this student. Not only has it kept her safe, she has excelled in her academics while being able to move at a different pace in all of her courses."

- K-8 school principal, Florida Connections Academy

"MICA's Gifted and Talented program is a very challenging, but the education you get out of it is phenomenal."

- 8th grade student, Michigan Connections Academy

"Thank you so much! Our son worked hard to catch up. Now that he knows he's caught up, his confidence, attitude, and willingness to begin, participate in, and finish each days' lessons has made an about face. The material he is studying is "sticking to his ribs" and staying there. Before, he was forgetting material we had covered within seconds to minutes of learning it, which was frustrating and stressful for both of us."

- Parent of a 1st grade student, Wyoming Connections Academy

"The school helps me perfect the kind of time management and self-starting skills I am going to need for college, which I hope to fit in around a professional ballet career after high school."

- 12th grade student, Commonwealth Connections Academy

"Connections Education affords the quality educator the opportunity to work closely with students and their families. I spend a great deal of time on the phone with families, working one on one with students for comprehension of concepts and designing Live Lesson content for our regular synchronous sessions. This educational model is much more holistic than the traditional classroom approach. Without the requirement of classroom maintenance and writing of lesson plans, the teacher has 100% of his/her time to spend on direct instruction and working with students and families for a richer educational experience."

- 5th grade teacher, Florida Connections Academy

"Because of Indiana Connections Academy, I now feel great about my school!"

3rd Grade Student, Indiana Connections Academy

"I enjoy attending WCA because there is always a challenge waiting to be taken on every day."

- 9th Grade Student, Wisconsin Connections Academy

Thanks so much Mrs. Le! I honestly think with you as my teacher this year I will improve. Geometry is harder for me than other math subjects, but your enthusiasm and honesty really make me want to try my best!

- 10th Grade Student, Capistrano Connections Academy

"As a special needs educator, I have seen first -hand how successful an online program can be for students at all levels of learning. So many times I hear from parents what a godsend our program is! Many of my students were bullied in the brick and mortar schools, and/or they were unable to receive the special education services that they desperately needed. Our school offers a full array of services, a safe environment, outstanding and dedicated teachers and therapists, and a fully accredited curriculum that follows all State essential skills and standards."

- Special Education Teacher, Michigan Connections Academy

"At CapoCA, the curriculum is really intense, and even though it takes a lot to finish the work, it's totally worth it because I learn so much!"

- Ashley Argota, Graduate of Capistrano Connections Academy, Co-Star of "True Jackson, VP", Nickelodeon's top rated TV show

"I really love the flexibility Indiana Connections Academy gives me. INCA allows me to work at my own pace and my teachers make learning fun!"

- 8th Grade Student, Indiana Connections Academy

"Our daughter is a new 12th grade student at CapoCA. She went through difficult times over the past three years at other schools. She endured bullying – and in some instances – even from teachers. In the past, it was impossible to get a teacher or principal to return a phone call. It was very frustrating, and our daughter literally gave up. We are so grateful we found your school. From our first phone call, your staff has been quick to respond, helpful, and courteous. We wish we did this a long time ago, and recommend others do the same. To see our daughter working hard, and getting excited about school again is wonderful. Just thought you should know that the excellent staff at CapoCA has saved a good kid. Thanks. "

Parent, Capistrano Connections Academy

"I have heard countless parents thank me to no end for our program. Their children were not being successful due to classroom distractions and especially bullying. In our program, they are able to LEARN at their own pace supported by their parent or a close relative behind them 100%. No more distractions or classroom bullying. This translates to real success and learning above levels that could be achieved in the brick and mortar school for the majority of our students who rise to the occasion with the "triad of success" we set up among teacher, student, and learning coach."

- 6-12 Social Studies Teacher, Michigan Connections Academy

APPENDIX O

Definitions

- Connections Standards for Effective Online Teaching: This is a set of standards that encompasses the skill sets necessary to teach online. Effective Connections Education teachers create a welcoming environment that fosters personalized learning, respect, and communication among their students, Learning Coaches, and themselves. They assess students' learning progress by measuring their achievement of essential skills and standards and provide instruction that meets standards-based learning goals, incorporating strategies that encourage active learning, higher-order thinking skills, and interaction.
- Connexus™ Education Management System (EMS): The platform for organizing and administering the entire Connections educational environment. It is more than a learning management system but incorporates a student information system, an assessment and standards management system, a teacher evaluation system, a virtual library, a webmail system, and an issue-aware system that insures student and technology success. This proprietary, web-based software, was created specifically for K-12 online instruction, delivers every assignment and tracks every activity (whether conducted online or offline), monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge. The powerful Grade Book, embedded in Connexus, enables teachers and administrators to track progress on a daily basis, intervene when necessary, as well as allow students and parents to see up-to-the minute information on grades, assessments, and overall lesson completion. Connexus also allows school administrators virtually instantaneous access to an enormous amount of information about teachers, students, families, courses, enrollment, special education, state test participation rates, pre- and post-test completion rates, etc. Connexus operates within a very secure and robust technology infrastructure which protects all data from loss and intrusion while maintaining a safe environment in which students, parents, and teachers can interact with each other. Parents and students must access Connexus online to organize, document, and interact in the learning experience, ensuring an unprecedented level of time-on-task documentation. Connexus is available 24 / 7 (except for normal off-hour scheduled maintenance periods) to NMCA students and their families and to other authorized users according to their permissions. With this system, NMCA is able to provide an unprecedented level of time-on-task detail while benefiting from robust communication, collaboration, and course delivery tools.
- Curriculum Based Assessments: The Connections program uses curriculum-based assessments (CBAs) as a quick and effective way to gather, through telephone conversation, additional information on students' understanding of concepts. Teachers conduct two types of CBAs: diagnostic curriculum based assessment (DCBA) to pinpoint strengths and weaknesses in student mastery of concepts, and verification curriculum based assessment (VCBA) to gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher. CBAs are a method to document student accountability and integrity for assignments as well as make connections between teachers and students.
- Learning Coach: A parent, extended family member, or similarly qualified adult designated by the parent/guardian who works in person with the Connections student under the guidance of the licensed professional teacher. The Learning Coach and student interact with the teacher via telephone, WebMail message (see below), LiveLesson sessions (see below), and in-person meetings. The school provides ongoing training to help Learning Coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so.
- LiveLesson® session: A real-time web conferencing tool that allows teachers to work synchronously

- (in real time) with individual or groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® ConnectTM.
- Multi-tiered Intervention: Connections employs a multi-tiered intervention model so that every student has access to the resources they need to be successful: Tier 1 Core Instructional Program; Tier 2 Supplemental Programs and Supports; Tier 3 Alternative Programs. The school's Student Support Team meets regularly to discuss students who are struggling academically to develop an intervention plan and strategies for improvement.
- **Personalized Performance Learning**TM: The instructional process used by Connections to create a unique learning experience for each student. This process begins during enrollment when counselors review students' past records and performance to properly place them in the program, and also includes a "Personalized Learning Plan" (PLP) developed collaboratively by the teacher, Learning Coach, and student for each student to maximize achievement and to tailor curriculum and instruction in keeping with this plan. Throughout the year teachers monitor students' progress and adjust their learning programs to focus on areas where students need to improve and to build on students' strengths.
- **SSTAIR**TM: This system aims to more deeply link curriculum, standards, assessments and interventions that have a direct impact on student mastery and resulting standardized test performance. The SSTAIR program targets Essential Skills/Standards by subject/grade level, uses specified Assessments within the curriculum to measure student mastery of these skills and standards, provides tiered Interventions for non-mastered skills and standards, and then tracks students' Response to the implemented interventions by skill/standard. SSTAIR is an acronym for Skills, STandards, Assessment, Intervention, and Response.
- StarTrackTM: This integrated rating system allows every student, Learning Coach, and teacher to rate each lesson in which they engage from a low of one star to a high of five stars. Ratings are used by the curriculum staff to ensure continuous feedback and identify areas of needed improvement as well as curriculum approaches that work especially well. Learning Coaches are also able to rate their overall school experience using a similar system located on their home page.
- Student Status/Escalation Process: Connections tracks and reports ongoing student progress based on the objective numeric data generated by Connexus. This is currently analyzed in four to five areas, including attendance, participation, performance, assessment submissions, and contact with the teacher. The status is displayed on the Learning Coach and teacher home pages for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than 'On-Track' in order to ensure students continue to gain the full benefits this educational option and are being educated appropriately through this unique school choice.
- Teachlet® Tutorials Proprietary, interactive, asynchronous (not at the same time) graphic/video/audio tutorials created by the Connections Education curriculum and multimedia departments. Teachlet® tutorials are incorporated into most Connections lessons and provide students a dynamic, fun, and engaging way to learn the concepts they need to complete the lesson. Teachlet® tutorials are created in Flash® (an industry-standard web animation protocol) to provide maximum media impact for minimum bandwidth and will also be converted to html5 to support iPad and tablet functionality.
- **WebMail:** The proprietary private email system included in Connexus(defined above). Because this system is "closed," Connections students, Learning Coaches, and teachers may only use it to communicate with each other, and are protected from spam, contact from strangers, and other mainstream email issues.