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## APPENDIX 6

### ACRONYMS LIST

ACT= American College Test  
ACTFL= American Council on the Teaching of Foreign Languages  
ADA= Americans with Disabilities  
ADAA= Americans with Disabilities Amendment Act  
ADE= Arkansas Department of Education  
AP= Advanced Placement  
APS= Albuquerque Public Schools  
ARVA= Arkansas Virtual Academy  
AYP= Adequate Yearly Progress  
AZVA= Arizona Virtual Academy  
BIP= Behavioral Intervention Plan  
CD= Compact Disc  
CITA= Commission on International and Trans-Regional Accreditation  
CRT= Criterion-Referenced Test  
CVCS= Chicago Virtual Charter School  
DIBELS= Dynamic Indicators of Basic Early Literacy Skills  
DNA= Deoxyribonucleic acid  
DVD= Digital Video Disc  
eCP= Electronic Course Pilot  
ELD= English Language Development  
ELL= English Language Learner  
ESL= English as a Second Language  
FBA= Functional Behavioral Assessment  
FCAT= Florida Comprehensive Assessment Test  
FedEx= Federal Express  
FLDOE= Florida Department of Education  
FLVA= Florida Virtual Academy  
GPA= Grade Point Average  
HQT= Highly Qualified Teacher  
ICT= Information and Communications System Technology Literacy  
IDEA= Individuals with Disabilities Education Act  
IDEAL-NM= Innovative Digital Education and Learning in New Mexico  
IDVA= Idaho Virtual Academy  
IEP= Individualized Education Program  
iNACOL=International Association for K-12 Online Learning  
ITBS= Iowa Test of Basic Skills  
LMS= Learning Management System  
MBA= Masters of Business Administration  
MS Excel= Microsoft Excel  
MS Word= Microsoft Word  
MSA= Metropolitan Statistical Area  
NIMAS= National Instructional Materials Accessibility Standards  
NM= New Mexico  
NMAC= New Mexico Administrative Code  
NMELD= New Mexico Content Standards for English Language Development  
NMHSCE= New Mexico High School Competency Examination  
NMPED= New Mexico Public Education Department  
NMSA= New Mexico Statutes Annotated

NMSAP= New Mexico Statewide Assessment Program  
OHVA= Ohio Virtual Academy  
OLS= On-Line School  
ORT= Oral Reading Fluency  
OSAT= Ohio State Achievement Test  
PBX= Private Branch Exchange  
PD= Professional Development  
PDP= Professional Development Plan  
RTF= Retell Fluency  
SAIP= Student Achievement Improvement Process  
SAMS= Student Administration Management System  
SAT= Scholastic Assessment Test  
SAT= Student Assistance Team  
SBA= New Mexico Standards Based Assessment  
SEG= State Equalization Guarantee  
SPED= Special Education  
TEA= Texas Education Agency  
TEC= Texas Education Code  
TXVA= Texas Virtual Academy  
UPS= United Postal Service  
US= United States  
VOIP= Voice-Over Internet Protocol



# K-8 Courses

2008–2009 School Year



unleash the xPotential™



Based on decades of education research, the K<sup>12</sup> curriculum offers a rich mix of content, including online interactive lessons, beautiful textbooks, and lots of hands-on materials. This combination of online and offline content—of thinking and doing—helps engage young minds in the right ways.

The K<sup>12</sup> curriculum nurtures inquisitive minds with the simple approach that Big Ideas + Consecutive Down Payments + Practice = Content Mastery. This means that every lesson builds on prior learning, and students can't move on to new material until they demonstrate "mastery" over the old. The curriculum itself is built around the notion of identifying the "big ideas" within a subject, then reinforcing that material through repetition and assessment.

The K<sup>12</sup> curriculum for grades K-8 includes courses in seven subjects—language arts/English, history, math, science, music, art, and world languages. With more than 700 engaging lessons in each subject, students can dive deeply into areas of interest. With this in-depth curriculum, combined with the individualized K<sup>12</sup> approach, children will find the pace and learning style that works best for them.

### **Kindergarten Language Arts**

PhonicsWorks™ prepares students to become independent readers through systematic, multisensory instruction in phonemic awareness and letter/sound knowledge, complemented by read-aloud literature that kindles the imagination while building comprehension and vocabulary.

#### **Curriculum Items**

- Beginning Phonics flash cards
- Slate chalkboard
- Printed alphabet desk strips
- Wide double-lined paper
- PhonicsWorks™ Instructional Video™
- PhonicsWorks™ Readers, Vols. 1–9
- *Handwriting Without Tears: Letters and Numbers for Me*
- *Junior Great Books, Dragon Series*, Vols. 1–3
- *Junior Great Books, Sailing Ship Series*, Vols. 1–3
- *The Random House Book of Fairy Tales*, adapted by Amy Ehrlich
- *Rhyme Time* by Tomie dePaola
- *The Rooster Crows—A Book of American Rhymes and Jingles* by Maud and Miska Petersham
- *A Chair for My Mother* by Vera Williams
- *A Story* by Gail Haley
- *Caps for Sale* by Esphyr Slobodkina
- *Make Way for Ducklings* by Robert McCloskey
- *Mike Mulligan and His Steam Shovel* by Virginia Lee Burton
- *Millions of Cats* by Wanda Gag
- *The Complete Adventures of Peter Rabbit* by Beatrix Potter, or these separate titles: *The Tale of Peter Rabbit*, *The Tale of Benjamin Bunny*, and *The Tale of the Flopsy Bunnies*
- *The Ox-Cart Man* by Donald Hall
- *The Runaway Bunny* by Margaret Wise Brown

- *The Snowy Day* by Ezra Jack Keats
- *The Velveteen Rabbit* by Margery Williams
- *Tikki Tikki Tembo* by Arlene Mosel
- *Tom Thumb* by Richard Jesse Watson

## First Grade Language Arts

The advanced PhonicsWorks™ program builds decoding skills and helps students become confident, independent readers and spellers. *Handwriting Without Tears* focuses on careful practice at a pace that matches students' development of fine motor skills.

### Curriculum Items

- PhonicsWorks™ Readers, Vols. 10–20
- PhonicsWorks™ Readers, Vols. 21–30
- PhonicsWorks™ Video
- PhonicsWorks™ Basic Tile Kit
- PhonicsWorks™ Advanced Tile Kit
- PhonicsWorks™ Student Guide – Semesters 1 & 2
- PhonicsWorks™ Teacher Guide – Semesters 1 & 2
- Beginning Phonics Flash cards
- Advanced Phonics Flash cards
- *Handwriting Without Tears: My Printing Book*
- Printing Teacher's Guide
- Printed alphabet desk strips
- Wide double-lined paper
- Slate chalkboard
- EPS Primary Analogies, Book 1
- *Junior Great Books, Sun Series*, Vols. 1–3
- *Junior Great Books, Pegasus Series*, Vols. 1–3
- *Listen My Children: Poems for First Grade*
- *Classics for Young Readers*, Vol. 1
- *Ready . . . Set . . . Read! The Beginning Reader's Treasury*, compiled by Joanna Cole and Stephanie Calmenson
- *Weather*, a book of poems selected by Lee Bennett Hopkins
- *A Picture for Harold's Room* by Crockett Johnson
- *Amelia Bedelia* by Peggy Parish
- *And I Mean It, Stanley* by Crosby Bonsall
- *Bedtime for Frances* by Russell Hoban
- *Danny and the Dinosaur* by Syd Hoff
- *Frog and Toad Are Friends* by Arnold Lobel
- *Harry and the Lady Next Door* by Gene Zion
- *Little Bear* by Else Holmelund Minarik
- *Mrs. Piggle-Wiggle* by Betty MacDonald
- *No Fighting, No Biting* by Else Holmelund Minarik
- *Owl at Home* by Arnold Lobel
- *Sylvester and the Magic Pebble* by William Steig
- *Tales of Amanda Pig* by Jean Van Leeuwen



- *The First Thanksgiving* by Linda Hayward
- *The Legend of the Bluebonnet* by Tomie dePaola
- *Who Will Be My Friends?* by Syd Hoff
- *Winnie-the-Pooh* by A. A. Milne

## Second Grade Language Arts

Students practice composition; grammar, usage, and mechanics; vocabulary; primary analogies; handwriting; public speaking; and spelling.

Guided reading lessons offer new challenges: greater length, more complex content, and new vocabulary. The emphasis is on classic literature that embodies exemplary virtues, including Aesop's fables, "The Steadfast Tin Soldier," and "The Pied Piper of Hamelin." Readings also include nonfiction works.

### Curriculum Items

- Printing Teacher's Guide
- *Handwriting Without Tears: Cursive Handwriting*
- *Handwriting Without Tears: Printing Power*
- White dry-erase board
- Regular double-lined paper
- Cursive alphabet desk strips
- Printed alphabet desk strips
- EPS Primary Analogies, Book 2
- EPS Reading Comprehension, Book A
- EPS Wordly Wise 3000, Book A
- *K<sup>12</sup> Classics for Young Readers*, Vol. 2
- *Listen My Children: Poems for 2nd Graders* (Core Knowledge Foundation)
- *Surprises*, a book of poems selected by Lee Bennett Hopkins
- *A Weed Is a Flower* by Alike
- *Buddy: the First Seeing Eye Dog* by Eva Moore
- *Chang's Paper Pony* by Eleanor Coerr
- *Clara and the Bookwagon* by Nancy Levinson
- *Crow Boy* by Taro Yashima
- *George the Drummer Boy* by Nathaniel Benchley
- *Knights of the Round Table* ("Bullseye Step into Classics" edition) by Gwen Gross
- *Long Way to a New Land* by Joan Sandin
- *Peter Pan* ("Bullseye Step into Classics" edition) by J.M. Barrie, retold by Cathy East Dubowski
- *Robin Hood* ("Bullseye Step into Classics" edition) by Annie Ingle
- *Sam, Bang & Moonshine* by Evaline Ness
- *Sam the Minuteman* by Nathaniel Benchley
- *The Bears on Hemlock Mountain* by Alice Dalgliesh
- *The Josefina Story Quilt* by Eleanor Coerr
- *The Long Way Westward* by Joan Sandin
- *Tye May and the Magic Brush* by Molly Garrett Bang
- *Wagon Wheels* by Barbara Brenner

### Third Grade Language Arts

Students practice composition; grammar, usage, and mechanics; vocabulary; primary analogies; handwriting; public speaking; and spelling.

Students develop literary analysis and comprehension skills. The emphasis is on works that embody exemplary virtues, including Greek and Norse myths, “William Tell,” and episodes from *Black Beauty*. Students read works of nonfiction, as well as four novels (selected from a long list of such classics as *Charlotte’s Web*, *Little House on the Prairie*, and *Henry Huggins*). A test preparation program prepares students for standardized tests.

#### Curriculum Items

- Cursive Teacher’s Guide
- White dry-erase board
- *Classics for Young Readers*, Vol. 3A
- *Classics for Young Readers*, Vol. 3B
- *The Glory of Greece* by Beth Zemble and John Holdren
- *George Washington—Soldier, Hero, President* by Justine and Ron Fontes
- *The Declaration of Independence* by Patricia Ryon Quiri
- Cursive Handwriting
- Cursive Success
- *Exercises in English*, Level C
- Primary Analogies, Book 3
- Wordly Wise 3000, Book B
- Writing in Action, Vol. A
- Writing in Action, Vol. B
- *Test Ready Plus: Reading*
- *Test Ready: Reading Longer Passages*
- *Test Ready Plus: Language Arts*, Book 3

### Fourth Grade Language Arts

Students practice composition; learn about spelling, grammar, usage, and mechanics; and enrich their vocabulary skills.

Students learn to identify and analyze literary elements such as character, plot, theme, and setting. The emphasis is on classic literature and folktales from many lands. Students read works of nonfiction, as well as four novels (selected from a long list of such classics as *The Cricket in Times Square*, *My Side of the Mountain*, and *Sarah, Plain and Tall*). A test preparation program prepares students for standardized tests.

#### Curriculum Items

- *Classics for Young Readers*, Vol. 4A
- *Classics for Young Readers*, Vol. 4B
- *Writing in Action*, Vol. C
- *Writing in Action*, Vol. D
- *Exercises in English*, Millennium Ed. (Level D)
- *New Vocabulary Workshop Workbook* (Orange)
- *Test Ready Plus: Language Arts*, Book 4
- *Test Ready Plus: Reading*, Book 4
- *Robinson Crusoe* by Daniel Defoe (K<sup>12</sup> edition, retold for young readers)
- *Feathers, Flippers, and Fur*





- *If You Lived in the Days of the Knights* by Ann McGovern
- *Nature's Way*
- *Pollyanna* by Eleanor Porter (K<sup>12</sup> edition, abridged for young readers)
- Keyboarding CD
- Word processing book
- White dry-erase board

## Fifth Grade Language Arts

### Language Skills

- **Composition:** Students practice writing, from planning to proofreading, as they write a memoir, an editorial, a research paper, a business letter, and more.
- **Grammar, Usage, and Mechanics:** Students learn about parts of speech, punctuation, and research skills. They continue sentence analysis and diagramming.
- **Vocabulary:** The Vocabulary Workshop helps students enrich their vocabulary, develop word analysis skills, and prepare for standardized tests.
- **Spelling:** Students learn sound-symbol relationships and spelling patterns, identify affixes and how they affect the meaning of words, and recognize base words and roots in related words.

### Literature

Students analyze, compare, and creatively respond to a variety of works. The emphasis is on classic works, including tales of Robin Hood and St. George; selections from *Don Quixote* and Shakespeare's *The Tempest* and *A Midsummer Night's Dream*; *Rip Van Winkle* and *The Legend of Sleepy Hollow*; and Sherlock Holmes mysteries. Students read works of nonfiction, as well as four novels (selected from a long list of such classics as *Pippi Longstocking*, *Call It Courage*, and *The Lion, the Witch, and the Wardrobe*).

### Curriculum Items

- *Classics for Young Readers*, Vol. 5A
- *Classics for Young Readers*, Vol. 5B
- *American Lives & Legends*
- *Exercises in English*, Millennium Ed. (Level E)
- *Vocabulary Workshop* (Blue)
- *Test Ready: Language Arts*, Book 5
- *Test Ready: Reading Longer Passages*, Book 5
- *Paddle-to-the-Sea* by Holling Clancy Holling
- *American Tall Tales* by Adrien Stoutenburg
- *Bard of Avon: The Story of William Shakespeare* by Diane Stanley and Peter Vennema
- *Curious Creatures*
- *Writing in Action*, Vol. 5E
- *Writing in Action*, Vol. 5F
- *I Didn't Know That!*
- *Don Quixote* by Miguel de Cervantes (K<sup>12</sup> edition, retold for young readers)
- Keyboarding CD
- Word processing book
- White dry-erase board

## Intermediate English A

Intermediate English A is the first in a sequence of courses for middle school students (grades 6-8). The program helps develop students' written and oral communication skills, and is designed to give students the essential building blocks for expressing their own ideas in standard English.

Students write a variety of compositions in genres they will encounter throughout their academic careers, and practice grammar, usage, mechanics, and vocabulary.

In Intermediate Literature A, students read short stories, poetry, drama, novels, essays, and informative articles. The course sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes.

### Curriculum Items

- *Myths of Ancient Greece and Rome* (an anthology from K<sup>12</sup>)
- *The Secret Garden* by Francis Hodgson Burnett
- *The Adventures of Tom Sawyer* by Mark Twain
- *Animal Adventures* (nonfiction collection)
- *Believing Our Eyes and Ears* (nonfiction collection)
- *Classics for Young Readers*, Vol. 6 CD
- *Classics for Young Readers*, Vol. 6: An Audio Companion
- *Twelfth Night* (Shakespeare for Young Readers adaptation)
- Keyboarding CD
- Word processing book
- *BK English Language Handbook, Grade 6* Barrett Kendall Publishing
- Vocabulary

### Novels

Students read any three novels of their choice from a selection of award-winning works by renowned authors, from a variety of genres: fantasy, science fiction, historical fiction, realistic fiction, and mystery. (Novels are not part of the standard materials, but are readily available at the library or for purchase in bookstores or online.)

## Intermediate English B

Intermediate English B is the second in a sequence of courses for middle school students (grades 6-8). The program helps develop students' written and oral communication skills, and is designed to give students the essential building blocks for expressing their own ideas in standard English.

Students also practice composition, grammar, usage, mechanics, and vocabulary. With Intermediate Literature B, students read short stories, poetry, drama, novels, and informative articles.

### Curriculum Items

- *Classics for Young Readers*, Vol. 7
- *Classics for Young Readers*, Vol. 7: An Audio Companion
- *BK English Language Handbook, Grade 7*, Barrett Kendall Publishing
- *Vocabulary from Classical Roots, Book B*, Educator's Publishing Service
- *The Iliad and The Odyssey: Stories from Homer's Epics* (an anthology from K<sup>12</sup>)
- *The Hobbit* by J.R.R. Tolkien
- *Treasure Island* by Robert Louis Stevenson



- *City* by David Macaulay
- *Julius Caesar* (Shakespeare for Young Readers adaptation)
- Keyboarding CD
- Word processing book

### Novels

This program allows students to read any three novels of their choice from a selection of award-winning works by renowned authors, from a variety of genres: fantasy, science fiction, historical fiction, realistic fiction, and mystery. (Novels are not part of the standard materials, but are readily available at the library or for purchase in bookstores or online.)

### Literary Analysis and Composition

The first in a sequence of college-preparatory English courses, Literary Analysis and Composition is designed to improve students' written and oral communication skills, and to strengthen their ability to understand and analyze literature.

#### Readings include:

- **Novels:** Students choose four out of seven offered titles, including: *Jane Eyre* by Charlotte Brontë, *Great Expectations* by Charles Dickens, *Animal Farm* by George Orwell, and *To Kill a Mockingbird* by Harper Lee
- **Drama:** *Romeo and Juliet* by William Shakespeare, *Antigone* by Sophocles
- **Short stories** by Langston Hughes, Shirley Jackson, Jack London, Guy de Maupassant, Edgar Allan Poe, James Thurber, and more
- **Poetry** by W. H. Auden, Gwendolyn Brooks, e. e. Cummings, Emily Dickinson, Robert Frost, Gerard Manley Hopkins, James Weldon Johnson, John Keats, Henry Wadsworth Longfellow, Pablo Neruda, Octavio Paz, William Shakespeare, Dylan Thomas, William Butler Yeats, and more
- **Autobiography:** Selections by Mark Twain, Ernesto Galarza, and Maya Angelou; *Narrative of the Life of Frederick Douglass* or *Anne Frank: Diary of a Young Girl*

#### Curriculum Items

- *Classics for Young Readers*, Vol. 8
- *Classics for Young Readers*, Vol. 8: An Audio Companion
- *BK English Language Handbook*, Level 1, Barrett Kendall Publishing
- *Vocabulary from Classical Roots*, Book C, Educators' Publishing Service
- *Narrative of the Life of Frederick Douglass* by Frederick Douglass
- *Anne Frank: Diary of a Young Girl* by Anne Frank
- *Romeo and Juliet* (new version)

### Kindergarten Math

Students learn to recognize and describe simple patterns, and recognize shapes and sizes of figures and objects. Students will also expand their ability to recognize numbers, identify their relative values, and understand how to use them in a variety of ways.

#### Standard Curriculum Items

- Math Textbook, Grade K
- Math counting chips
- Multilink cubes
- Game spinner
- Math pattern blocks
- Math attribute blocks
- Geometric 3-D shapes



## First Grade Math

First Grade Math provides experiences to help students develop a formal understanding of numbers and mathematical concepts. Physical models still play a fundamental role in linking the real world to symbolic expressions. Students will continue the development of sorting and patterning skills; learn basic addition and corresponding subtraction facts; recognize and describe two-dimensional shapes; and build upon existing problem-solving skills.

### Standard Curriculum Items

- Math Textbook, Grade 1
- Counting chips
- Multilink connecting cubes
- Game spinner
- Base 10 cubes
- Base 10 rods
- Geometric 3-D shapes

## Second Grade Math

Students develop an understanding of mathematical operations, and use their understanding to solve problems and apply mathematical concepts to the world around them. Students will continue to deepen their understanding of number sense, place value, computation, estimation, measurement, and geometry.

### Standard Curriculum Items

- Math Textbook, Grade 2
- Counting chips
- Multilink connecting cubes
- Game spinner
- Base 10 cubes
- Base 10 rods
- Geometric 3-D shapes

## Third Grade Math

Third Grade Math students continue to develop computational skills in addition, subtraction, multiplication, and division, and solve problems involving more complex mathematical concepts. Students will continue using a variety of methods to solve problems, and begin their study of probability as chance.

### Standard Curriculum Items

- Math Textbook, Grade 3
- Base 10 blocks, deluxe set

## Fourth Grade Math

Fourth Grade Math students sharpen their computational and problem-solving skills while applying mathematical concepts to real-world problems. Students will:

- Continue to develop computational skills using larger numbers up to millions
- Estimate sums and differences before finding exact solutions
- Achieve rapid fluency with basic number facts
- Through a proprietary, research-based series of lessons, develop strategies for solving word problems that progress from simple addition problems to problems with complex data
- Use geometry to determine perimeter, volume, and area in both English and metric units
- Develop research-based intuitive understanding of fractions together with practical computational skills
- Expand understanding of probability and its link to fractions



#### **Standard Curriculum Items**

- Math Textbook, Grade 4
- Base 10 blocks, deluxe set

#### **Fifth Grade Math**

Fifth Grade Math students explore complex mathematical operations and apply concepts to real-world problems.

Students will:

- Understand and practice basic arithmetic operations: addition, subtraction, multiplication, and division
- Reinforce basic number fact fluency
- Understand and use Roman numerals
- Expand understanding of and facility with basic arithmetic operations applied to fractions
- Explore and connect the concepts of ratio, proportion, and percent to fractions
- Through a proprietary, research-based series of lessons, develop abilities to analyze and solve word problems involving basic arithmetic operations and various number systems (fractions, decimals, ratios, and percents)
- Relate English and metric units of measure to length, capacity, weight, and temperature
- Expand understanding of statistics, probability, and graphical representations of data

#### **Standard Curriculum Item**

- Math Textbook, Grade 5

#### **Pre-Algebra A**

In the first half of the K<sup>12</sup> Pre-Algebra sequence, students sharpen their computational and problem-solving skills while learning the language of Algebra. Students will:

- Change word phrases and sentences into mathematical expressions and equations
- Solve equations and inequalities
- Continue to develop computational skills using fractions and decimals
- Study circles, polygons, and space figures
- Add, subtract, multiply, and divide positive and negative integers
- Solve problems involving percents, ratios, and proportions
- Draw graphs and compute statistics to communicate about data
- Compute the probability of an event and combined events
- Communicate strategies for solving word problems

#### **Standard Curriculum Item**

- Pre-Algebra A Textbook

#### **Pre-Algebra B**

In the second half of the K<sup>12</sup> Pre-Algebra sequence, students continue to build their Algebra skills. Students will:

- Compute basic trigonometric ratios
- Change word phrases and sentences into mathematical expressions and equations
- Add, subtract, multiply, and divide positive and negative rational numbers in decimal and fraction form
- Use several transformations to solve equations and inequalities
- Study points, lines, planes, polygons, and circles
- Solve problems involving percents, ratios, and proportions
- Graph equations, inequalities, and systems of equations

- Calculate areas of plane figures
- Calculate volumes and surface areas of space figures
- Apply the Pythagorean theorem to solve triangles and compute basic trigonometric ratios
- Calculate statistical measures and expected value
- Compute the probability of overlapping, independent, and dependent events
- Add, subtract, multiply, and divide polynomials and monomials
- Communicate strategies for solving word problems

#### **Standard Curriculum Items**

- Pre-Algebra B Textbook

### **Algebra 1**

The K<sup>12</sup> Algebra 1 program develops algebraic fluency by providing students with the skills needed to solve equations and perform important manipulations with numbers, variables, equations, and inequalities. Students also learn concepts central to the abstraction and generalization that algebra makes possible. Students who take Algebra 1 are expected to have mastered the skills and concepts presented in the K<sup>12</sup> Pre-Algebra B course (or the equivalent).

#### **Standard Curriculum Items**

- Algebra 1 Textbook

### **Kindergarten Science**

Kindergarten students begin to develop observation skills as they learn about the five senses, the Earth's composition, and the basic needs of plants and animals.

#### **Curriculum Items**

- Plastic pipette
- Safety glasses
- Basic thermometer
- Bar magnets (pair)
- Magnifying glass
- Mirror
- Inflatable globe
- *Animals in Winter* by Henrietta Bancroft and Richard G. Van Gelder
- *My Five Senses* by Alike
- *The Big Dipper* by Franklyn Branley
- *What's Alive?* by Kathleen Weidner Zoehfeld

### **First Grade Science**

Students learn to perform experiments, record observations, and understand how scientists see the natural world. They germinate seeds to observe plant growth and make a weather vane.

#### **Curriculum Items**

- Bean seeds
- Grass seeds
- Directional compass
- Graduated cylinder, 100 mL



- Basic thermometer
- Plastic pipette
- Safety goggles
- Magnifying glass
- Bar magnets (pair)
- Mirror
- Feathers
- Centimeter gram cubes
- Primary balance
- Iron fillings
- Styrofoam ball (2 diameter)
- Mylar paper, silver
- Inflatable globe
- *An Octopus Is Amazing* by Patricia Lauber
- *Down Comes the Rain* by Franklyn Branley
- *Flash, Crash, Rumble, and Roll* by Franklyn Branley
- *What Color Is Camouflage?* by Carolyn Otto
- *What Is the World Made Of?* by Kathleen Weidner Zoehfeld

## Second Grade Science

Students perform experiments to develop skills of observation and analysis, and learn how scientists understand our world. They demonstrate how pulleys lift heavy objects, make a temporary magnet and test its strength, and analyze the parts of a flower.

### Curriculum Items

- Bean seeds
- Grass seeds
- Directional compass
- Graduated cylinder, 100 mL
- Primary rock and mineral kit
- Basic thermometer
- Plastic pipette
- Safety goggles
- Magnifying glass
- Centimeter gram cubes
- Primary balance
- Iron filings
- Bar magnets
- Latch magnet
- Ring magnet
- Horseshoe magnet
- 10 Newton spring scale
- Pulley
- Unmarked thermometer
- *Fossils Tell of Long Ago* by Alike
- *Let's Go Rock Collecting* by Roma Gans
- *What Happens to a Hamburger?* by Paul Showers
- *What Makes a Magnet?* by Franklyn Branley
- *Why Frogs Are Wet* by Judy Hawes



### Third Grade Science

Students learn to observe and analyze through hands-on experiments, and gain further insight into how scientists understand our world. They observe and chart the phases of the moon, determine the properties of insulators and conductors, and make a three-dimensional model of a bone.

#### Curriculum Items

- *A Walk in the Boreal Forest: Biomes of North America Series*
- *A Walk in the Desert: Biomes of North America Series*
- *A Walk in the Rainforest: Biomes of North America Series*
- *A Walk in the Tundra: Biomes of North America Series*
- *A Walk in the Deciduous Forest: Biomes of North America Series*
- *A Walk in the Prairie: Biomes of North America Series*
- *Sunshine Makes the Seasons* by Franklyn M. Branley
- *The Moon Seems to Change* by Franklyn M. Branley
- Graduated cylinder, 100 mL
- Directional compass
- Safety goggles
- Magnifying glass
- Advanced thermometer
- Clay (four colors)
- Modeling clay
- Directional compass

### Fourth Grade Science

Students develop scientific reasoning and perform hands-on experiments in earth, life, and physical sciences. They construct an electromagnet, identify minerals according to their properties, use chromatography to separate liquids, and assemble food webs.

#### Curriculum Items

- Bar magnets (pair)
- Safety goggles
- Graduated cylinder, 100 mL
- Lamp bulb receptacles
- Lamp bulbs
- Magnifying glass
- Intermediate rock and mineral kit
- Advanced thermometer
- Invertebrates
- *The History of Life Through Fossils* (Lickle Publishing)
- Clay (four colors)
- Bare copper wire
- Gravel
- Adding machine paper
- Pipe cleaners
- Sand
- Seashell
- White tile
- Plastic aquarium tubing





## **Fifth Grade Science**

Students perform experiments, develop scientific reasoning, and recognize science in the world around them. They build a model of a watershed, test how cell membranes function, track a hurricane, and analyze the effects of gravity.

### **Curriculum Items**

- Alum
- Test tube
- Safety goggles
- Graduated cylinder, 100 mL
- Litmus paper
- 30 Newton spring scale
- Advanced thermometer
- *How Bodies Work*
- *Classifying Life*
- Marble in bag
- Clay (four colors)
- Potting soil
- Coarse gravel
- Pea gravel
- Coarse sand
- Fine sand
- Plastic box
- Tagboard

## **Earth Science**

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, the curriculum gives students an opportunity to relate to their everyday world.

### **Curriculum Items**

- Wall map set (science/history)
- Graduated cylinder, 100 mL
- Graduated cylinder, 500 mL
- Pipe cleaners
- Advanced rock and mineral kit
- Diffraction grating film
- Stopwatch
- Grape seeds
- Latch magnet
- Safety glasses
- Magnifying glass
- Centimeter gram cubes
- Clay (four colors)
- Fine sand
- White tile
- Advanced thermometer



## Advanced Earth Science

Advanced Earth Science is a rigorous middle school course. It was conceived for the student who loves geology or meteorology and is ready for an extra challenge. Students tackle such topics as rocks and minerals, plate tectonics and the drifting of continents, volcanoes, earthquakes, oceanography, weather, and astronomy. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

### Standard Curriculum Items

- Wall map set (science/history)
- Graduated cylinder, 250 mL
- Pipe cleaners
- Advanced rock and mineral kit
- Diffraction grating film
- Stopwatch
- Latch magnet
- Safety glasses
- Magnifying glass
- Centimeter gram cubes
- Clay (four colors)
- Fine sand
- White tile
- Advanced thermometer

## Life Science

The K<sup>12</sup> Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on Earth. Students explore an amazing variety of organisms, the complex workings of the cell, the relationship between living things and their environments, and discoveries in the world of modern genetics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

### Standard Curriculum Items

- Graduated cylinder 100 mL
- Compound microscope
- Radish seeds
- Microscope slides (set of 12)
- Slide cover slips (set of 12)
- Transparencies (set of 12)
- Petri dishes
- Agar vials
- Rhizobium bacteria
- Green bean bush seeds
- Blue Fescue grass seeds
- Safety glasses
- Magnifying glass
- Advanced thermometer



## Advanced Life Science

Advanced Life Science is a rigorous middle school course, conceived for the student who loves biology and is ready for an extra challenge. Students tackle such topics as ecology, microorganisms, animals, plants, cells, and genetics. They are also introduced to gene expression and other aspects of cell biology. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

### Standard Curriculum Items

- Graduated cylinder (100 mL)
- Compound microscope
- Radish seeds
- Microscope slides (set of 12)
- Slide cover slips (set of 12)
- Transparencies (set of 12)
- Petri dishes
- Agar vials
- Rhizobium bacteria
- Green bean bush seeds
- Blue Fescue grass seeds
- Safety glasses
- Magnifying glass
- Advanced thermometer

**NOTE:** List subject to change.

## Physical Science

The K<sup>12</sup> Physical Science program introduces students to many aspects of the physical world, focusing first on chemistry and then on physics. The course provides an overview of the physical world and gives students tools and concepts to think clearly about atoms, molecules, chemical reactions, motion, electricity, light, and other aspects of chemistry and physics.

### Standard Curriculum Items

- Graduated cylinder, 250 mL
- Stopwatch
- 10 Newton spring scale
- Digital scale
- Double pulley
- Lye
- Metallic rod
- Metallic spring
- Muriatic acid
- Phenolphthalein
- Protective gloves (two pair)
- D cell battery holder
- Cork stoppers
- Lead weight (500 g)
- Enamel-coated, heavy-gauge copper wire
- Non-insulated copper wire
- Insulated copper wire strips (set of five)



## Advanced Physical Science

Advanced Physical Science is a rigorous middle school course, conceived for the enthusiastic science student who is ready for an extra challenge. Students learn about the physical world and tackle topics such as matter, energy, atoms, motion, thermodynamics, and other aspects of chemistry and physics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

### Standard Curriculum Items

- Graduated cylinder, 250 mL
- Stopwatch
- 10 Newton spring scale
- Digital scale
- Double pulley
- Lye
- Metallic rod
- Metallic spring
- Muriatic acid
- Phenolphthalein
- Protective gloves (two pair)
- D cell battery holder
- Cork stoppers
- Lead weight (500 g)
- Enamel coated heavy gage copper wire
- Non-insulated copper wire
- Insulated copper wire strips (set of five)
- Directional compass
- Bar magnet (pair)
- Plastic pipette
- Safety glasses
- Iron filings
- Safety glasses
- Iron filings
- Lamp bulbs (set of four)
- Lamp bulb receptacle (set of two)
- Advanced thermometer

**NOTE:** List subject to change.

## Kindergarten History

This beginning course teaches the basics of world geography through a storybook tour of the seven continents, and provides an introduction to American history and civics through a series of biographies of famous Americans.

### Curriculum Items

- U.S./world map (K-2)
- Inflatable globe (K-2)
- *Let's Journey: Around the World* CD
- *Bringing the Rain to Kapiti Plain* by Verna Aardema
- *Follow the Drinking Gourd* by Jeannette Winter



- *Madeline* by Ludwig Bemelmans
- *Possum Magic* by Mem Fox
- *Rechenka's Eggs* by Patricia Polacco
- *The Great Kapok Tree* by Lynne Cherry
- *The Story of Ferdinand* by Munro Leaf and Robert Lawson
- *The Story About Ping* by Marjorie Flack and Kurt Wiese
- *When Clay Sings* by Byrd Baylor

## **First Grade History**

First Grade History kicks off a program that, spanning the elementary grades, provides an overview of world geography and history, from the Stone Age to the Space Age.

### **Standard Curriculum Items**

- U.S./world map (K–2)
- Inflatable globe (K–2)
- CD: *Tales From The Old Testament* by Jim Weiss
- CD: *Greek Myths* by Jim Weiss
- *Mummies* by Joyce Milton
- *The Egyptian Cinderella* by Shirley Climo
- *Tut's Mummy: Lost and Found* by Judy Donnelly
- *The Trojan Horse* by Emily Little

## **Second Grade History**

Continuing a program that, spanning the elementary grades, explores world geography and history from the Stone Age to the Space Age, this course focuses on the time from ancient Rome to the later Middle Ages.

### **Curriculum Items**

- U.S./world map (K–2)
- Inflatable globe (K–2)
- *Knights in Shining Armor* by Gail Gibbons
- *Pompeii ... Buried Alive* by Edith Kunhardt
- *Saint Valentine* by Robert Sabuda
- *The Hundredth Name* by Shulamith Levey Oppenheim
- *Saint George and the Dragon* by Margaret Hodges
- *Sundiata: Lion King of Mali* by David Wisniewski

## **Third Grade History**

Part of a program that, spanning the elementary grades, explores world geography and history from the Stone Age to the Space Age, this course focuses on the period from the Renaissance through to the American Revolution.

### **Curriculum Items**

- *Michelangelo* by Mike Venezia
- *America 1492* ("Kids Discover" Magazine)
- *The Revolutionary War* by Brendan January (Children's Press, 2000)
- *Understanding Geography Level 3— Map Skills and Our World* (maps.com, 2006)
- Inflatable globe (3–6)
- U.S./world map (3–5)



## Fourth Grade History

Concluding a program that, spanning the elementary grades, explores world geography and history from the Stone Age to the Space Age, this course focuses on the period from the Scientific Revolution to modern times.

### Curriculum Items

- *Understanding Geography Level 4—Map Skills and Our World* (maps.com, 2006)
- Inflatable globe (3–6)
- U.S./world map (3–5)
- *Charles Dickens: The Man Who Had Great Expectations* by Diane Stanley and Peter Vennema
- *Inventors: A Library of Congress Book* by Martin Sandler
- *The U.S. Constitution and You* by Syl Sobel

## American History Before 1865

The first half of a detailed two-year survey of the history of the United States, this course takes students from the arrival of the first people in North America through the Civil War. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series from Oxford University Press, *A History of the United States*, American History Before 1865 will guide students through critical episodes in the story of America.

### Curriculum Items

- Inflatable globe (3–6)
- U.S./world map (3–5)
- *Understanding Geography Level 5—Map Skills and Our World* (maps.com, 2006)
- *The First Americans* by Joy Hakim
- *Making Thirteen Colonies* by Joy Hakim
- *From Colonies to Country*, Vol. 3 by Joy Hakim
- *The New Nation*, Vol. 4 by Joy Hakim
- *Liberty for All*, Vol. 5 by Joy Hakim
- *War, Terrible War*, Vol. 6 by Joy Hakim

## American History Since 1865

The second half of a detailed two-year survey of the history of the United States, this course takes students from the end of the Civil War to the dawn of the 21st century. Lessons integrate topics in geography, civics, and economics. Students should have completed K<sup>12</sup> American History Before 1865 or have demonstrated familiarity with American history through Civil War times. Building on the award-winning series from Oxford University Press, *A History of the United States*, American History Since 1865 will guide students through critical episodes in the story of post-Civil War America.

### Curriculum Items

- Wall map set
- *Reconstruction and Reform* by Joy Hakim
- *An Age of Extremes*, Vol. 8 by Joy Hakim
- *War, Peace, and All That Jazz*, Vol. 9 by Joy Hakim
- *All the People*, Vol. 10 by Joy Hakim
- Inflatable globe (3–6)



## **Intermediate World History A: From Prehistory Through the Middle Ages**

In this first part of a survey of world history from prehistoric to modern times, K<sup>12</sup> online lessons and assessments complement *The Human Odyssey*, a textbook series developed and published by K<sup>12</sup>. This course focuses on the development of civilization across a 12,000-year span: from the Ice Age to the Middle Ages; from cave paintings to stained glass windows; from crude huts to Gothic cathedrals.

### **Curriculum Item**

- *The Human Odyssey, Volume 1: Prehistory Through the Middle Ages*

## **Intermediate World History B: Our Modern World, 1400 to 1914**

Continuing a survey of world history from prehistoric to modern times, K<sup>12</sup> online lessons and assessments complement the second volume of *The Human Odyssey*, a textbook series developed and published by K<sup>12</sup>. This course focuses on the story of the past, from the 14th century to 1914 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology. The course introduces geography concepts and skills as they appear in the context of the historical narrative.

### **Curriculum Item**

- *The Human Odyssey, Volume 2: Our Modern World, 1400 to 1914*

## **Kindergarten Art**

Students are introduced to the elements of art—line, shape, color, and more. They learn about portraits and landscapes, and realistic and abstract art.

### **Curriculum Items**

- *Come Look with Me: Enjoying Art with Children* by Gladys S. Blizzard
- *Come Look with Me: Animals in Art* by Gladys S. Blizzard
- Art Print Kit, Kindergarten
- Paintbrush, tempera, flat bristle 1
- Paintbrush, tempera, medium #4
- Paintbrush, tempera, large #8
- Modeling clay, assorted colors
- Tempera paint set
- Oil pastels

## **First Grade Art**

Following the timeline of K<sup>12</sup> History, First Grade Art lessons include an introduction to the art and architecture of different cultures, such as Mesopotamia and ancient Egypt, Greece, and China.

### **Curriculum Items**

- *Come Look with Me: Exploring Landscape Art with Children* by Gladys S. Blizzard
- *Come Look with Me: World of Play* by Gladys S. Blizzard
- Art Print Kit, Grade 1
- Paintbrush, tempera, flat bristle 1
- Paintbrush, tempera, medium #4
- Paintbrush, tempera, large #8
- Modeling clay, assorted colors
- Tempera paint set
- Oil pastels



## Second Grade Art

Second Grade Art lessons include an introduction to the art and architecture of ancient Rome, medieval Europe, Islam, Mexico, Africa, China, and Japan.

### Curriculum Items

- *How Artists See Play* by Colleen Carroll
- *How Artists See Animals* by Colleen Carroll
- Art Print Kit, Grade 2
- Paintbrush, tempera, flat bristle 1
- Paintbrush, tempera, medium #4
- Paintbrush, tempera, large #8
- Modeling clay, assorted colors
- Tempera paint set
- Oil pastels

## Third Grade Art

Following the timeline of K<sup>12</sup> History, Third Grade Art lessons include an introduction to the art and architecture of the Renaissance throughout Europe, including Italy, Russia, and northern Europe. Students also investigate artworks from Asia, Africa, and the Americas created during the same time period.

### Curriculum Items

- *How Artists See Families* by Colleen Carroll
- *How Artists See Work* by Colleen Carroll
- Art Print Kit, Grade 3
- Paintbrush, tempera, flat bristle 1
- Paintbrush, tempera, small #1
- Paintbrush, tempera, medium #4
- Paintbrush, tempera, large #8
- Modeling clay, assorted colors
- Tempera paint set
- Oil pastels

## Fourth Grade Art

Lessons include an introduction to the artists, cultures, and great works of art and architecture from the French and American revolutions through modern times.

### Curriculum Items

- *Come Look at Me: The Artist at Work* by R. Sarah Richardson
- *Come Look at Me: Exploring Modern Art* by Jessica Noelani Wright
- Art Print Kit, Grade 4
- Paintbrush, tempera, flat bristle 1
- Paintbrush, tempera, small #1
- Paintbrush, tempera, medium #4
- Paintbrush, tempera, large #8
- Tempera paint set
- Burlap





### **Intermediate Art: American A**

Intermediate Art: American A includes an introduction to the artists, cultures, and great works of art and architecture of North America, from pre-Columbian times through 1877.

#### **Curriculum Items**

- *Come Look With Me: Art in Early America* by Randy Osofsky
- *Come Look With Me: Exploring American Indian Art* by Stephanie Salomon
- Art Print Kit, Intermediate Art: American A
- Paintbrush, tempera, small #1
- Paintbrush, tempera, medium #4
- Paintbrush, tempera, large #8
- White self-hardening clay
- Tempera paint set
- Acrylic paint set
- Burlap
- Oil pastels

### **Intermediate Art: American B**

Intermediate Art: American B is designed to complement K<sup>12</sup> American History Since 1865. Following the same historical timeline, lessons include an introduction to the artists, cultures, and great works of American art and architecture from the end of the Civil War through modern times.

#### **Curriculum Items**

- Art Print Kit, Intermediate Art: American B
- Paintbrush, acrylic, small #1
- Paintbrush, acrylic, medium #4
- Paintbrush, acrylic, large #8
- Paintbrush, acrylic, Flat Bristle 1/2
- Pastalina clay (10 colors)
- Acrylic paint set
- Oil pastels

### **Intermediate Art: World A**

Intermediate Art: World A is designed to complement Intermediate World History A: From Prehistory Through the Middle Ages. Following the same historical timeline, lessons include an introduction to the artists, cultures, and great works of world art and architecture from ancient through medieval times.

#### **Curriculum Items**

- Art Print Kit, Intermediate Art: World A
- Paintbrush, acrylic, small #1
- Paintbrush, acrylic, medium #4
- Paintbrush, acrylic, large #8
- White self-hardening clay
- Acrylic paint set



## Intermediate Art: World B

K<sup>12</sup> Intermediate Art: World B is designed to complement World History: Our Modern World, 1400 to 1917. Following the same historical timeline, lessons include an introduction to the artists, cultures, and great works of world art and architecture from the Renaissance through modern times.

### Curriculum Item

- Art Print Kit, Intermediate Art: World B

## Preparatory Music

Kindergarten students learn about music through lively activities, including listening, singing, and moving. Through games and folk songs from diverse cultures, students learn musical concepts such as high and low, or loud and soft. Creative movement activities help students enjoy the music of composers such as Grieg and Haydn.

### Curriculum Items

- *Let's Learn Music* video, Volume K
- *Let's Listen* CD, Volume K
- *Let's Sing* CD, Volume K
- *Let's Sing* songbook, Volume K
- Tambourine
- Slide whistle

## Beginning 1 Music

Beginning 1 Music is for first grade students, as well as students of second grade age who are new to K<sup>12</sup>. In this course, traditional games and folk songs from many cultures help students begin to read and write simple melodic and rhythmic patterns. Students are introduced to the instruments of the orchestra through Prokofiev's classic *Peter and the Wolf*. They explore how music tells stories in *The Sorcerer's Apprentice* and are introduced to opera through a lively unit on Mozart's *Magic Flute*.

### Curriculum Items

- *Let's Learn Music* video, Volume 1
- *The Magic Flute* CD
- *Let's Listen* CD, Volume 1
- *Let's Sing* CD, Volume 1
- *Let's Sing* songbook, Volume 1
- *Let's Learn Rhythm* CD-ROM
- Tambourine
- Slide whistle



## **Beginning 2 Music**

Beginning 2 Music is for students who have completed the K<sup>12</sup> Beginning 1 Music program. Through traditional folk songs and games, students learn to read more complicated melodic patterns and rhythms. As students listen to works by great composers, such as Vivaldi and Saint-Saëns, they learn to recognize these patterns in the music.

### **Curriculum Items**

*Let's Learn Music* video, Volume 2  
*Let's Listen* CD, Volume 2  
*Let's Sing* CD, Volume 2  
*Let's Sing* songbook, Volume 2

## **Introduction to Music**

Introduction to Music is for students in grades 3–5 who are new to K<sup>12</sup> and just beginning their study of music. Using traditional folk songs, students learn most of the skills covered in the K<sup>12</sup> Beginning 1 and 2 Music courses. They learn to recognize and write melodic and rhythmic patterns with four elements, and they practice recognizing these patterns in the music of great composers, such as Beethoven and Brahms. Students become familiar with instruments of the orchestra as they listen to music composed by Vivaldi, Saint-Saëns, Holst, and others.

### **Curriculum Items**

- *Let's Learn Music* video, Volume 2
- *Let's Sing* CD, Volume 2
- *Let's Sing* songbook, Volume 2
- *Let's Listen* CD, Volume 2
- *Let's Learn Rhythm* CD-ROM
- Tambourine
- Slide whistle

## **Intermediate 1 Music**

Intermediate 1 Music is intended for students of third grade age or older who have completed prerequisite courses—the K<sup>12</sup> Beginning 1 and 2, or Introduction to Music classes. Through traditional folk songs and games, students learn to read and write a variety of musical patterns. They learn to play simple melodies and rhythms on the recorder. They become more familiar with the orchestra, especially the woodwind and brass families, and learn about the lives and works of Bach, Handel, Haydn, Mozart, and Beethoven.

### **Curriculum Items**

- *Let's Learn the Recorder* video
- *Let's Sing* CD, Volume 3
- *Let's Listen* CD, Volume 3
- *Let's Sing* songbook, Volume 3
- Recorder

## Intermediate 2 Music

Intermediate 2 Music begins by introducing notes that are lower or higher than the familiar lines and spaces of the staff. Students expand their knowledge of rhythm and learn about the Romantic period in music. Students also study harmony and practice recognizing pentatonic patterns. Finally, they take a musical trip through Europe, Africa, the Middle East, the Caribbean, Japan, and China.

### Curriculum Items

- *Let's Sing* CD, Volume 4
- *Let's Sing* songbook, Volume 4
- *Let's Listen* CD, Volume 4

## Intermediate 3 Music

Intermediate 3 Music introduces students to all the notes of the major scale, from low So all the way up to high Do. Students also learn to recognize and sing the natural minor scale. They expand their knowledge of rhythm with simple syncopated patterns. This semester introduces the Modern period in music, with listening activities to help students recognize Modern music and identify pieces by individual composers. Near the end of the year, students explore American folk music as they follow the expansion of the country westward. Finally, they learn to recognize the major forms of classical music: three-part song form, theme and variations, rondo, sonata allegro, and fugue.

### Curriculum Item

*Let's Listen* CD, Volume 5

## Exploring Music

Exploring Music is for students of fifth grade age who are new to the K<sup>12</sup> Music program. This course presents the basics of traditional music appreciation through singing and the study of music in history and culture. Students begin by studying some of the most important classical composers, and then study traditional music from around the country and around the world. Finally, they learn how to follow the form of a piece of music.

### Curriculum Items

*Let's Listen and Learn*, CDs A and B

*Let's Sing for Fun* CD

*Let's Sing for Fun* songbook

## Music Appreciation

Music Appreciation covers the fundamentals of music (such as rhythm, beat, melody, harmony, form, and expression), and a survey of music history beginning with early music of the Greeks and the Middle Ages. The course concludes with Modern music of composers such as Copland and Prokofiev.

### Curriculum Item

- *Music Appreciation* six-CD set

### Unit Titles

- The Elements of Music
- Music and Emotion
- Musical Style
- Musical Instruments of the World
- Music Through History



**\*Please note:** The course is offline, and there are no online lessons. The Teacher and Student Guides are not available in a pre-printed format and will need to be printed from the K<sup>12</sup> Online School (OLS).

## Music Concepts A

This traditional music course teaches the fundamentals of music as they relate to the piano key and a study of a select group of composers and their music. Students complete lessons using a *Music Ace* CD-ROM, Student Guides, and listening CDs. Lesson content is not online.

### Curriculum Items

- *Music Ace* CD-ROM, Grade 6
- *Beethoven* CD
- *Mendelssohn* CD
- *Mozart* CD
- *Vivaldi & Corelli* CD

### Unit Titles

- The Staff and the Keyboard
- Extending the Staff
- Flats, Sharps, and Scales

**\*Please note:** The Student Guides are not available in a pre-printed format and will need to be printed from the K<sup>12</sup> Online School (OLS). Teacher Guides are not available in any format. Parents may use the Student Guide to view student lesson information.

## Music Concepts B

Music Concepts B is the second course in the Music Concepts Series. This is a traditional music course that teaches the fundamentals of music as they relate to the piano key, and studies of a select group of composers and their music. Students complete lessons using the *Music Ace* CD-ROM, Student Guides, and listening CDs. Lesson content is not online.

### Curriculum Items

- *Sousa* CD
- *Music Ace* CD-ROM, Grade 7
- *Chopin* CD
- *Schumann & Grieg* CD
- *Verdi* CD

### Unit Titles

- The Elements of Rhythm and Melody
- Rhythms, Rests, and Keys
- Minor Scales, Syncopation, and Harmony

**\*Please note:** The Student Guides are not available in a pre-printed format and will need to be printed from the K<sup>12</sup> Online School (OLS). Teacher Guides are not available in any format. Parents may use the Student Guide to view student lesson information.



## World Languages

### Elementary Spanish 1

This course for beginners with little exposure to foreign languages is geared for younger minds, still especially receptive to language learning through contextual interpretation and imitation. Highly visual and amusing stories and activities are geared for these developing students, encouraging them to begin telling stories themselves. This course is not just a set of language lessons, but an appealing adventure for young minds.

Communication expressions include greetings, introductions, songs, *por favor* and *gracias*, and other expressions of daily courtesy, simple storytelling, and free-response questions. Vocabulary starts with numbers 1-10, animals, and shapes, and moves into days of the week, seasons, colors, fruits and vegetables, simple directions, and useful “around town” expressions. Grammar moves from simple sentence construction, first- and third-person verbs, and indefinite articles to demonstrative pronouns, simple conjunctions, simple possession, and *ser* and *estar*. Students also begin to encounter the third-person past tense, imperative verbs, and second-person present-tense verbs.

Cultural topics introduce the geography and customs of Spanish-speaking countries.

#### Curriculum Items

- None

### Elementary Spanish 2

The adventure story continues to build upon the base of vocabulary and linguistic structures introduced in Spanish Elementary Year 1. Interactive activities and increasingly challenging games continue to drive students toward a strong set of intermediate language skills.

Communication expressions include social exchanges, more complex storytelling, songs, recipes, word puzzles, and interrogative words. Vocabulary includes advanced family- and animal-related words and a review of numbers. Poems, stories, and ditties are used throughout. Grammar moves from negative and reflexive verbs and third-person plural present verbs to noun-adjective agreement, first-person past-tense verbs, and the plural imperative.

Cultural topics include cuisine, climate, geography, and history.

#### Curriculum Items

- None

### Middle School Spanish 1

This course for early- to mid-teen beginners in Spanish\* turns adventures and activities into rigorous lessons in grammar and vocabulary. Listening comprehension, oral production, reading, writing, and cultural awareness are all emphasized in accordance with standards formulated by ACTFL (American Council on the Teaching of Foreign Languages).

Communication topics include greetings, introductions, relationships, cause and effect, likes and dislikes, and questions. Vocabulary includes common daily adjectives, animals, body parts, family and household words, colors, food, and numbers 1 to 900. Grammar progresses from simple original sentence construction, verb infinitives, and base forms to irregular verbs, Latin-derived cognates, concrete objects and associated verbs, adjectival agreement, and demonstrative pronouns.



Cultural topics include the economies, traditions, histories, and political structures of Spanish-speaking nations.

\*Also suitable for students of other ages, depending upon background and experience.

#### **Curriculum Items**

- None

### **Middle School Spanish 2**

The solid basis acquired in Spanish Middle School Year 1 is expanded through appealing practice and instruction in the form of games and stories. These activities guide students to express more complex thoughts and understand native language from a variety of culturally authentic sources.

Students increase skills in reading, listening comprehension, and vocabulary as they learn sentence patterns and advanced phrases. They learn to identify objects from descriptions, translate to and from Spanish, create stories, and understand and give directions. Vocabulary emphasizes geography, math, plants, animals, and directions, conveyed through increasingly complex poems, stories, and ditties. Grammar topics include object pronouns with finite and infinite verbs, past- and present-tense verbs, action verbs, imperfect tense, participle verb endings, indicative and subjunctive verb forms, and dependent verb clauses.

Cultural topics expand to include higher-level content, with special emphasis on the literary and social treasures of Spanish-speaking countries.

#### **Curriculum Items**

- None

### **Elementary French 1**

This course for beginners with little exposure to foreign languages is geared for younger minds, still especially receptive to language learning through contextual interpretation and imitation. Highly visual and amusing stories and activities are geared for these developing students, encouraging them to begin telling stories themselves. This course is not just a set of language lessons, but an appealing adventure for young minds.

Communication expressions include greetings, introductions, *oui* and *non*, *s'il vous plaît* and *merci*, and other familiar phrases, songs, simple storytelling, and description activities. Vocabulary starts with animals, shapes, and colors and moves to fruits, farm-related words, body parts, family words, and numbers. Grammar topics include simple nouns, first-, second-, and third-person present-tense verbs for simple questions, basic third-person past-tense verbs, interrogative words, simple conjunctions, articles, prepositions, and introductory imperative and infinitive verb forms.


Cultural topics introduce the geographies and customs of French-speaking countries.

#### **Curriculum Items**

- None

### **Elementary French 2**

The adventure story continues to build upon the base of vocabulary and linguistic structures introduced in French Elementary Year 1. Interactive activities and increasingly challenging games continue to drive students toward a strong set of intermediate language skills.



Communication expressions include a wider array of social greetings and more complex storytelling and songs. Vocabulary expands with more terms related to animals, body parts, colors, familial relationships, and numbers. Grammar moves from second- and third-person plural present-tense forms, prepositional phrases, and more first- and third-person present-tense forms to additional conjunctions, reflexive verbs, imperatives, and past-tense forms.

Cultural topics include cuisine, climate, geography, and history.

**Curriculum Items**

- None

**Middle School French 1**

This multimedia, game-based course for early- to mid-teen beginners in French\* turns adventures and activities into rigorous lessons in grammar and vocabulary. Listening comprehension, oral production, reading, writing, and cultural awareness are all emphasized in accordance with standards formulated by ACTFL (American Council on the Teaching of Foreign Languages).

Communication topics include greetings, introductions, relationships, cause and effect, likes and dislikes, and questions. Vocabulary includes common daily adjectives, animals, body parts, family and household words, colors, food, and numbers 1 to 900. Grammar progresses from simple original sentence construction, verb infinitives, and base forms to irregular verbs, Latin-derived cognates, concrete objects and associated verbs, adjectival agreement, and demonstrative pronouns.

Cultural topics include the economies, traditions, histories, and political structures of French-speaking nations.

\*Also suitable for students of other ages, depending upon background and experience.

**Curriculum Items**

- None

**Middle School French 2**

The solid basis acquired in French Middle School Year 1 is expanded in this course with instruction that is the equivalent of that found in high school French I.

Students continue their introduction to French with fundamental building blocks in four key areas of foreign-language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language.

**Curriculum Items**

- None

**Elementary German 1**

This course for beginners with little exposure to foreign languages is geared for younger minds, still especially receptive to language learning through contextual interpretation and imitation. Highly visual and amusing stories and activities are geared for these developing students, encouraging them to begin telling stories themselves. This course is not just a set of language lessons, but an appealing adventure for young minds.





Communication expressions include greetings, introductions, *ja* and *nein*, *danke* and *bitte* and other familiar phrases, songs, simple storytelling, and description activities. Vocabulary starts with animals, body parts, numbers, shapes, small objects, and colors, and moves on to food, farm-related words, useful “around town” expressions, and household terminology. Grammar starts with simple nouns, first-, second-, and third-person present-tense verbs, direct and indirect articles, the conjunction *und*, the pluralization of nouns, third-person plural present-tense verbs, third-person past-tense verbs, simple prepositions, and expressions conveying “there is,” “there are,” “isn’t,” and “will be.”

Cultural topics introduce the geographies and customs of German-speaking countries, with a special focus on German-speaking Switzerland.

#### **Curriculum Items**

- None

### **Elementary German 2**

The adventure story continues to build upon the base of vocabulary and linguistic structures introduced in German Elementary Year 1. Interactive activities and increasingly challenging games continue to drive students toward a strong set of intermediate language skills.

Communication expressions include a wider array of social greetings, introductions, simple commands, suggestions, questions, German folk songs, and enhanced storytelling. Vocabulary expands in the domains of animals, body parts, numbers, shapes, small objects, familial relationships, food, cooking, and new words useful for telling stories such as “The Three Little Pigs” and “Chicken Little” in German. Grammar adds more third-person present-tense verbs, direct and indirect articles, and the conjunction *aber*, and progresses toward new third-person plural present-tense forms, third-person past-tense verbs, additional prepositions, and expressions conveying “very.” Students are also exposed to the simple future tense in the third person.

Cultural topics include cuisine, climate, geography, and history.

#### **Curriculum Items**

- None

### **Middle School German 1**

This course for early- to mid-teen beginners in German\* turns adventures and activities into rigorous lessons in grammar and vocabulary, with instruction that is the equivalent of that found in high school German I.

Students are introduced to the fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language.


\*Also suitable for students of other ages, depending upon background and experience.

#### **Curriculum Items**

- None

### **Middle School German 2**

The solid basis acquired in German Middle School Year 1 is expanded in this course with instruction that is the equivalent of that found in high school German II.



In this continuing introduction to German, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in German I, students learn grammar through supplemental texts that supply traditional charts, tables, and explanations.

**Curriculum Items**

- None

**Elementary Latin 1**

Latin remains a vital tool in improving students' fundamental understanding of English and other languages. While being, in the strictest sense, a "dead" language, Latin comes alive in this course through the use of gaming and multimedia techniques, creating the foundation for a deep understanding of cultural, political, and literary history.

Communication expressions include greetings, introductions, familiar phrases, relationships, cause and effect, likes and dislikes, and questions. Vocabulary progresses from animals, body parts, family relationships, colors, food, plants, and numbers to small objects, shapes, and household words. Grammar begins with simple sentence construction, first- and third-person verbs, demonstrative pronouns, conjunctions, and simple possession to basic third-person past-tense and imperative forms, and certain second-person present-tense forms.

Cultural topics introduce the history of the Latin language, and daily practices as well as military, political, and artistic aspects of the Roman Empire.

**Curriculum Items**

- None

**Middle School Chinese 1**

Students use compelling stories, games, videos, and multimedia experiences in this introduction to Mandarin Chinese. They learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that give a base of conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets them choose an approach that works best for them. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

**Curriculum Items**

- None

**Middle School Chinese 2**

Students use compelling stories, games, videos, and multimedia experiences in this continuing introduction to Mandarin Chinese. They learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that give a base of conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets them choose an approach that works best for them. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

**Curriculum Items**

- None



# High School Course Catalog 2009-2010 School Year



## Multiple Levels for Diverse Learners

K<sup>12</sup> provides **more than 105 high school courses** designed to help you earn your high school diploma, find your own path, and follow it to post-high school success—whether that's in college or in the workforce. With the K<sup>12</sup> curriculum it's your education and your choice.

K<sup>12</sup> offers Math, English, Science, and History courses in **multiple levels—Core, Comprehensive, Honors, and Advanced Placement® (AP®)**—to meet the needs of diverse learners. You can also take up to four years of a world language (depending on the language), and choose from a variety of electives, including anthropology, Web design, and digital photography.

Unlike other programs, where a student must be in a particular “academic path”, the K<sup>12</sup> program allows students to chart their own course, choosing from among the four levels of courses to match their aptitude and goals. So, if a student excels in Math and Science, they may take all Honors/AP® courses in those subjects, while choosing from among the Core and Comprehensive English and History courses. These multiple course levels prevent you from being “locked in” to one level of a particular subject, and account for natural progress and growth.

## Online Courses Designed for Online Delivery

K<sup>12</sup> serves more online courses to the K–12 market than any other online curriculum provider—and it's in large part because K<sup>12</sup> sets the highest standard of course quality.

K<sup>12</sup> never just scans a textbook and calls it an online course. K<sup>12</sup> courses are designed and developed for online delivery from the outset. The K<sup>12</sup> team of curriculum experts and course designers start from scratch, thoroughly scoping out the learning objectives for each course. They map out a strategy for how best to accomplish those objectives using online text, graphics, charts, illustrations, interactive demonstrations, offline reading materials or activities, and interactive online discussions. Then, usability testing is conducted with the intended audience to make sure students can easily navigate through the lessons and master the intended learning objectives.

K<sup>12</sup> knows that the combination of rich, engaging content with interesting, interactive demonstrations and activities helps students absorb and retain information. The use of graded assignments and assessments further allows students to demonstrate progress toward learning objectives.

## Four Levels of Core Subjects

With the K<sup>12</sup> high school curriculum, students can harness the power of individualized learning by choosing from the following four levels of Math, English, Science, and History courses:

**The K<sup>12</sup> Core courses** are similar to the standard courses offered by many other programs. They meet all academic requirements for each course area, both for graduation and for potential admission into a wide range of colleges. In K<sup>12</sup> Core courses, topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interesting, interactive demonstrations and activities help students in our Core courses to absorb and retain the information presented. Optional content and activities are also available to students wishing to study a particular topic in more depth.

**K<sup>12</sup> Comprehensive courses** are designed for students with a strong foundational knowledge and aptitude in the subject area being covered, as well as solid study skills. As a result, students in our Comprehensive courses do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in Core courses. As with Core courses, additional content and activities are provided to students wishing to delve more deeply into a topic.

**K<sup>12</sup> Honors courses** hold students to a greater degree of accountability, and demand even greater independence and self-discipline than their Comprehensive counterparts. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Successful completion of prerequisites, teacher/school counselor recommendation, and a strong interest in the subject are recommended for enrollment in a K<sup>12</sup> Honors course.

**K<sup>12</sup> Advanced Placement® (AP®) courses** are college-level courses that follow curriculum specified by the College Board. Like K<sup>12</sup> Honors courses, AP® courses require a greater degree of self-discipline for in-depth study of the subject. These courses are designed to prepare students for success on AP® exams, providing students the opportunity to earn credit at most of the nation's colleges and universities. Successful completion of prerequisites, teacher/school counselor recommendation, and a strong interest in the subject are recommended for enrollment in an AP® course.

# K<sup>12</sup> 2009-2010 High School Course List

## English

### Core

ENG102: Literary Analysis and Composition I  
ENG202: Literary Analysis and Composition II  
ENG302: American Literature  
ENG402: British and World Literature

### Comprehensive

ENG103: Literary Analysis and Composition I  
ENG203: Literary Analysis and Composition II  
ENG303: American Literature  
ENG403: British and World Literature

### Honors/AP®

ENG104: Honors Literary Analysis and Composition I  
ENG204: Honors Literary Analysis and Composition II  
ENG304: Honors American Literature  
ENG404: Honors British and World Literature  
ENG500: AP® English Language and Composition  
ENG510: AP® English Literature and Composition

### Electives

ENG010: Journalism

## Mathematics

### Core

MTH102: Math Foundations  
MTH112: Pre-Algebra  
MTH122: Algebra I  
MTH202: Geometry  
MTH302: Algebra II  
MTH312: Business and Consumer Math\*

### Comprehensive

MTH113: Pre-Algebra  
MTH123: Algebra I  
MTH203: Geometry  
MTH303: Algebra II  
MTH403: Pre-Calculus/Trigonometry

### Honors/AP®

MTH124: Honors Algebra I  
MTH204: Honors Geometry  
MTH304: Honors Algebra II  
MTH500: AP® Calculus AB  
MTH510: AP® Statistics

### Electives

BUS030: Personal Finance\*

## Science

### Core

SCI102: Physical Science  
SCI112: Earth Science  
SCI202: Biology  
SCI302: Chemistry

### Comprehensive

SCI113: Earth Science  
SCI203: Biology  
SCI303: Chemistry  
SCI403: Physics

### Honors/AP®

SCI114: Honors Earth Science  
SCI204: Honors Biology  
SCI304: Honors Chemistry  
SCI404: Honors Physics  
SCI500: AP® Biology  
SCI510: AP® Chemistry  
SCI520: AP® Physics B

### Electives

SCI010: Environmental Science  
SCI020: Life Science: Oceanography\*

## Orientation

ORN010: Online Learning 09-10  
ORN100: Finding Your Path I  
ORN200: Finding Your Path II  
ORN300: Finding Your Path III  
ORN400: Finding Your Path IV

## World Languages

### Comprehensive

WLG100: Spanish I  
WLG200: Spanish II  
WLG300: Spanish III  
WLG110: French I  
WLG210: French II  
WLG310: French III  
WLG120: German I  
WLG220: German II  
WLG130: Latin I  
WLG230: Latin II  
WLG140: Chinese I  
WLG240: Chinese II

### Honors/AP®

WLG500: AP® Spanish Language  
WLG510: AP® French Language

## Electives

ART010: Fine Art  
ART020: Music Appreciation  
BUS010: Business Communication and Career Exploration \*  
BUS020: Business and Personal Relationships\*  
BUS030: Personal Finance\*  
BUS040: Introduction to Entrepreneurship\*  
(Available winter 2010)  
ENG010: Journalism  
HST010: Anthropology\*  
HST020: Psychology\*  
HST030: Macroeconomics\*  
SCI010: Environmental Science  
SCI020: Life Science: Oceanography\*  
OTH010: Skills for Health\*  
OTH020: Physical Education\*  
OTH030: Career Planning\*  
OTH040: Reaching Your Academic Potential\*  
OTH050: Achieving Your Career and College Goals\*  
(Available winter 2010)

### Technology and Computer Science

TCH010: Computer Literacy I\*  
TCH020: Computer Literacy II\*  
TCH030: Digital Photography and Graphics\*  
TCH040: Web Design\*  
TCH050: Digital Video Production\*  
TCH060: C++ Programming\*  
TCH070: Game Design I\*  
TCH080: Game Design II\*  
TCH090: Online Game Design\*  
TCH016: Flash Animation\*  
TCH017: 3D Art I—Modeling\*  
TCH018: 3D Art II—Animation\*  
(Available winter 2010)  
TCH019: Computer-Aided Design (CAD)\*  
(Available winter 2010)

\*This is a one-semester course.



# English

## ENG102: Literary Analysis and Composition I

In this course, students work on their written and oral communication skills, while strengthening their ability to understand and analyze works of literature, both classic and modern.

**Literature:** Students read short stories, poetry, drama, novels, essays, and informative articles. The course sharpens reading comprehension skills and engages readers in literary analysis as they consider important human issues and challenging ideas. Students also learn to read for information in nonfiction texts.

**Language Skills:** Students learn to express their ideas effectively. They sharpen their composition skills through focus on writing good paragraphs and essays in a variety of genres, such as persuasive and research essays. Students plan, organize, and revise written works in response to feedback on drafts. In grammar, usage, and mechanics lessons, students expand their understanding of parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Vocabulary lessons build knowledge of Greek and Latin words that form the roots of many English words. Students use word origins and derivations to determine the meaning of new words as they increase their vocabularies.

**Course length:** Two semesters

**Materials:** *Explorations: An Anthology of Literature, Volume A; English Language Handbook; Vocabulary from Classical Roots, Book B; Julius Caesar for Young People*

**Prerequisites:** Middle school English/language arts

**Note:** This course is only for students who are new to the K<sup>12</sup> curriculum. Students who have taken K<sup>12</sup> Intermediate English A or B, or K<sup>12</sup> middle school Literary Analysis and Composition courses, should not enroll in this course.

## ENG103: Literary Analysis and Composition I

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres.

**Literature:** Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and

critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from classic works such as Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Maya Angelou

**Language Skills:** Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities (Skills Updates). Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

**Course length:** Two semesters

**Materials:** *Classics for Young Readers, Volume 8; Classics for Young Readers, Volume 8: An Audio Companion; BK English Language Handbook, Level 1; Vocabulary from Classical Roots, Book C; The Narrative of the Life of Frederick Douglass, An American Slave, by Frederick Douglass; Anne Frank: Diary of a Young Girl, by Anne Frank; Romeo and Juliet, by William Shakespeare*

**Prerequisites:** K<sup>12</sup> Intermediate English A and B, or equivalent

**Note:** Students who have already succeeded in K<sup>12</sup> middle school Literary Analysis and Composition should not enroll in this course.

## ENG104: Honors Literary Analysis and Composition I

This course challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres. Students enrolled in this course work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

**Literature:** Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from the Greek tragedy *Antigone* to Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Annie Dillard and Maya Angelou.

**Language Skills:** Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities. Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

**Course length:** Two semesters

**Materials:** *Classics for Young Readers, Volume 8; Classics for Young Readers, Volume 8: An Audio Companion; BK English Language Handbook, Level 1; Vocabulary from Classical Roots, Book C; The Narrative of the Life of Frederick Douglass, An American Slave*, by Frederick Douglass; *Anne Frank: Diary of a Young Girl*, by Anne Frank; *Romeo and Juliet*, by William Shakespeare

**Prerequisites:** Success in K<sup>12</sup> Intermediate English A and B, or equivalent, and teacher/school counselor recommendation

**Note:** Students who have already succeeded in K<sup>12</sup> middle school Literary Analysis and Composition should not enroll in this course.

## ENG202: Literary Analysis and Composition II

In this course, students build on their language skills while reading classic and modern works of literature and improving their writing skills.

**Literature:** Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important human issues.

**Language Skills:** Students continue to work on their oral and written expression skills, writing a variety of essays, including persuasive and research essays. Students plan, organize, and revise their essays in response to feedback. They build on their skills in grammar, usage, and mechanics by studying parts of speech, phrases and clauses, sentence analysis and structure, agreement, punctuation, and other conventions. Thematic units focus on word roots, suffixes and prefixes, context clues, and other strategies help students strengthen their vocabularies.

**Course length:** Two semesters

**Materials:** *Explorations: An Anthology of Literature, Volume B; The Miracle Worker*, by William Gibson

**Prerequisites:** ENG102: Literary Analysis and Composition I, or equivalent

**Note:** Students who have taken K<sup>12</sup> Intermediate English A or B or K<sup>12</sup> middle school Literary Analysis and Composition courses should not enroll in this course.

## ENG203: Literary Analysis and Composition II

In this course, students build on existing literature and composition skills and move to higher levels of sophistication.

**Literature:** Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, and Richard Rodriguez. Students read Shakespeare's *Macbeth*. They are offered a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, Elie Wiesel, and many others.

**Language Skills:** In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers' and writers' perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, résumés, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

**Course length:** Two semesters

**Materials:** *Journeys in Literature: Classic and Modern, Volume B; Journeys in Literature: Classic and Modern, Volume B: An Audio Companion; Vocabulary for Achievement, Fourth Course; Macbeth*, by William Shakespeare

**Prerequisites:** ENG103: Literary Analysis and Composition I, or equivalent



## **ENG204: Honors Literary Analysis and Composition II**

In this course, students build on existing literature and composition skills and move on to higher levels of sophistication. Students work on independent projects that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

**Literature:** Students hone their skills of literary analysis by reading short stories, poetry, drama, novels, and works of nonfiction, both classic and modern. Authors include W. B. Yeats, Sara Teasdale, Langston Hughes, Robert Frost, Edgar Allan Poe, Nathaniel Hawthorne, Kate Chopin, Amy Tan, Richard Rodriguez, and William Shakespeare. Students have a choice of novels and longer works to study, including works by Jane Austen, Charles Dickens, and Elie Wiesel.

**Language Skills:** In this course, students become more proficient writers and readers. In composition lessons, students analyze model essays from readers' and writers' perspectives, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback during the writing process to help them work toward a polished final draft. In addition to writing formal essays, résumés, and business letters, students write and deliver a persuasive speech. Students expand their knowledge of grammar, usage, and mechanics through sentence analysis and structure, syntax, agreement, and conventions. Unit pretests identify skills to address more fully. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other important vocabulary-building strategies.

**Course length:** Two semesters

**Materials:** *Journeys in Literature: Classic and Modern, Volume B; Journeys in Literature: Classic and Modern, Volume B: An Audio Companion; Vocabulary for Achievement, Fourth Course*

**Prerequisites:** Success in ENG104: Honors Literary Analysis and Composition I, or equivalent, and teacher/school counselor recommendation

## **ENG302: American Literature**

In this genre-based course, students sharpen their reading comprehension skills and analyze important themes in classic and modern works of American literature, including short stories, poetry, drama, and novels. Students refine their skills of written expression by writing memoirs, persuasive essays, research essays, workplace documentation, and more. They develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

**Literature:** Students read short stories, poetry, drama, and novels, sharpening their reading comprehension skills and analyzing important themes in American literature.

**Language Skills:** Students continue to work on their oral and written expression skills, writing a variety of essays including memoirs, persuasive and research essays, and workplace documentation. Students plan, organize, and revise their essays in response to feedback.

**Course length:** Two semesters

**Materials:** *Explorations: An Anthology of American Literature, Volume C; Our Town*, by Thornton Wilder; *To Kill a Mockingbird*, by Harper Lee

**Prerequisites:** ENG202: Literary Analysis and Composition II, or equivalent

## **ENG303: American Literature**

In this course, students read and analyze works of American literature from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests.

**Course length:** Two semesters

**Materials:** *Journeys in Literature: American Traditions, Volume C; The Great Gatsby*, by F. Scott Fitzgerald; *The Glass Menagerie* by Tennessee Williams. Students will also read one selection of their choice from the following: *The Old Man and the Sea*, by Ernest Hemingway; *The House on Mango Street*, by Sandra Cisneros; *A Lesson Before Dying*, by Ernest Gaines; *The Red Badge of Courage*, by Stephen Crane

**Prerequisites:** ENG203: Literary Analysis and Composition II, or equivalent

## **ENG304: Honors American Literature**

In this course, students read and analyze works of American literature from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and online discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Students enrolled in this challenging course will also complete independent projects that deepen their understanding of the themes and ideas presented in the curriculum.

**Course length:** Two semesters

**Materials:** *Journeys in Literature: American Traditions, Volume C*; *The Great Gatsby*, by F. Scott Fitzgerald; *The Glass Menagerie*, by Tennessee Williams. Students will also read one selection of their choice from the following: *The Old Man and the Sea*, by Ernest Hemingway; *The House on Mango Street* by Sandra Cisneros; *A Lesson Before Dying*, by Ernest Gaines; *The Red Badge of Courage*, by Stephen Crane; and two selections of their choice from the following: *Billy Budd*, by Herman Melville, *A Connecticut Yankee in King Arthur's Court*, by Mark Twain; *Catcher in the Rye*, by J.D. Salinger; *Song of Solomon*, by Toni Morrison

**Prerequisites:** Success in ENG204: Honors Literary Analysis and Composition II, or equivalent, and teacher/school counselor recommendation

### ENG402: British and World Literature

This course engages students in selections from British and World literature from the ancient world through modern times. They practice analytical writing and have opportunities for creative expression. Students also practice test-taking skills for standardized assessments in critical reading and writing.

**Course length:** Two semesters

**Materials:** *Explorations: An Anthology of British and World Literature*

**Prerequisites:** ENG302: American Literature

### ENG403: British and World Literature

Students read selections from British and World literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students complete guided and independent writing assignments that refine their analytical skills. They have opportunities for creative expression in projects of their choosing. Students also practice test-taking skills for standardized assessments in critical reading and writing.

**Course length:** Two semesters

**Materials:** *Explorations: An Anthology of British and World Literature*; *Hamlet*

**Prerequisites:** ENG303: American Literature, or equivalent

### ENG404: Honors British and World Literature

Students read selections from British and World literature in a loosely organized chronological framework. They analyze the themes, styles, and structures of these texts and make thematic connections among diverse authors, periods, and settings. Students work independently on many of their analyses and engage in creative collaboration with their peers. Students also practice test-taking skills for standardized assessments in critical reading and writing.

**Course length:** Two semesters

**Materials:** *Explorations: An Anthology of British and World Literature*; *Hamlet*

**Prerequisites:** ENG304: American Literature, or equivalent, and teacher/school counselor recommendation

### ENG500: AP® English Language and Composition

Students learn to understand and analyze complex works by a variety of authors. They explore the richness of language, including syntax, imitation, word choice, and tone. They also learn composition style and process, starting with exploration, planning, and writing. This continues with editing, peer review, rewriting, polishing, and applying what they learn to academic, personal, and professional contexts. In this equivalent of an introductory college-level survey class, students prepare for the AP® exam and for further study in communications, creative writing, journalism, literature, and composition.

**Course Length:** Two semesters

**Materials:** *The Norton Reader: An Anthology of Nonfiction*, 11th ed.; *Writing: A College Handbook*, 5th ed.

**Prerequisites:** Success in ENG303: American Literature (or equivalent) and teacher/school counselor recommendation

### ENG510: AP® English Literature and Composition

In this course, the equivalent of an introductory college-level survey class, students are immersed in novels, plays, poems, and short stories from various periods. Students read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and discussions. The course places special emphasis on reading comprehension, structural and critical analyses of written works, literary vocabulary, and recognizing and understanding literary devices. Students prepare for the AP® Exam and for further study in creative writing, communications, journalism, literature, and composition.

**Course Length:** Two semesters

**Materials:** Required (both semesters): *The Norton Anthology of Poetry*, 5th ed.; *The Story and Its Writer: An Introduction to Short Fiction*, compact 7th ed.

Required (first semester): *Their Eyes Were Watching God*, by Zora Neale Hurston; *Hedda Gabler*, by Henrik Ibsen; *A Streetcar Named Desire*, by Tennessee Williams; *Twelfth Night*, by William Shakespeare

Required (second semester): *The Great Gatsby*, by F. Scott Fitzgerald; *Annie John*, by Jamaica Kincaid; *Jane Eyre*, by Charlotte Brontë

**Prerequisites:** Success in ENG303: American Literature (or equivalent) and a teacher/school counselor recommendation

### ENG010: Journalism (Elective)

Students examine the development of journalism, from print to the multimedia environment, while learning how to publish an online newspaper. Students write newspaper-style articles and opinion pieces, and examine careers in multimedia communication. They also consider the historical effects of "yellow" journalism, freedom of the press, and journalism's contributions to today's world, with an emphasis on the mutual influence of media and policy.

**Course length:** Two semesters

**Materials:** *Associated Press Stylebook*

**Prerequisites:** Success in previous English/language arts course and a teacher/school counselor recommendation

## Mathematics

### MTH102: Math Foundations

Students assess their mastery and focus on skills that need reinforcement. They practice skills of mathematical reading, writing, and reasoning. Topics include number sense; statistics, data analysis, and probability; functions; measurement and geometry; and algebraic concepts. Throughout the course, students use Real-World Connection and Geometry Infusion problems to apply mathematical skills to real-life situations.

**Course length:** Two semesters

**Materials:** None

**Prerequisites:** Middle school math, or equivalent (minimum)

### MTH112: Pre-Algebra

In this course, students learn computational and problem-solving skills and the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. The textbook provides students with a ready reference and explanations that supplement the online material. Online lessons provide demonstrations of concepts, as well as interactive problems with contextual feedback.

**Course length:** Two semesters

**Materials:** *Pre-Algebra: Reference Guide and Problem Sets*

**Prerequisite:** MTH102: Math Foundations

### MTH113: Pre-Algebra

In this course, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. Online lessons provide demonstrations of key concepts, as well as interactive problems with contextual feedback. A textbook supplements the online material.

**Course length:** Two semesters

**Materials:** *Pre-Algebra: Reference Guide and Problem Sets*

**Prerequisites:** K<sup>12</sup> Pre-Algebra A, MTH102: Math Foundations, or equivalent

**Note:** Students who have already succeeded in K<sup>12</sup> middle school Pre-Algebra B should not enroll in this course.

### MTH122: Algebra I

In this course, students explore the tools of algebra. Students learn to identify the structure and properties of the real number system; complete operations with integers and other rational numbers; work with square roots and irrational numbers; graph linear equations; solve linear equations and inequalities in one variable; solve systems of linear equations; use ratios, proportions, and percentages to solve problems; use

algebraic applications in geometry including the Pythagorean theorem and formulas for measuring area and volume; complete an introduction to polynomials; and understand logic and reasoning.

**Course length:** Two semesters

**Materials:** *Algebra I: Reference Guide and Problem Sets*

**Prerequisites:** MTH112: Pre-Algebra

### MTH123: Algebra I

Students develop algebraic fluency by learning the skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Students learn to use number properties to simplify expressions or justify statements; describe sets with set notation and find the union and intersection of sets; simplify and evaluate expressions involving variables, fractions, exponents, and radicals; work with integers, rational numbers, and irrational numbers; and graph and solve equations, inequalities, and systems of equations. They learn to determine whether a relation is a function and how to describe its domain and range; use factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulate and evaluate valid mathematical arguments using various types of reasoning; and translate word problems into mathematical equations and then use the equations to solve the original problems.

**Course length:** Two semesters

**Materials:** *Algebra I: Reference Guide and Problem Sets*

**Prerequisites:** K<sup>12</sup> Pre-Algebra B, MTH113: Pre-Algebra, or equivalent

**Note:** Students who have already succeeded in K<sup>12</sup> middle school Algebra 1 should not enroll in this course.

### MTH124: Honors Algebra I

This course prepares students for more advanced courses while they develop algebraic fluency, learn the skills needed to solve equations, and perform manipulations with numbers, variables, equations, and inequalities. They also learn concepts central to the abstraction and generalization that algebra makes possible. Students learn to use number properties to simplify expressions or justify statements; describe sets with set notation and find the union and intersection of sets;

simplify and evaluate expressions involving variables, fractions, exponents, and radicals; work with integers, rational numbers, and irrational numbers; and graph and solve equations, inequalities, and systems of equations.

They learn to determine whether a relation is a function and how to describe its domain and range; use factoring, formulas, and other techniques to solve quadratic and other polynomial equations; formulate and evaluate valid mathematical arguments using various types of reasoning; translate word problems into mathematical equations and then use the equations to solve the original problems. The course is expanded with more challenging assessments, optional exercises, and threaded discussions that allow students to explore and connect algebraic concepts. There is also an independent honors project each semester.

**Course length:** Two semesters

**Materials:** *Algebra I: Reference Guide and Problem Sets*

**Prerequisites:** Success in previous math course and teacher/school counselor recommendation

### MTH202: Geometry

Students learn to recognize and work with core geometric concepts in various contexts. They develop sound ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry, as well as a solid, basic understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; and the use of transformations.

**Course length:** Two semesters

**Materials:** *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

**Prerequisites:** MTH122: Algebra I, or equivalent

### MTH203: Geometry

In this comprehensive course, students are challenged to recognize and work with geometric concepts in various contexts. They build on ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They develop deeper understandings of

mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries.

**Course length:** Two semesters

**Materials:** *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

**Prerequisites:** MTH123: Algebra I, or equivalent

### **MTH204: Honors Geometry**

Students work with advanced geometric concepts in various contexts. They build in-depth ideas of inductive and deductive reasoning, logic, concepts, and techniques of Euclidean plane and solid geometry. They also develop a sophisticated understanding of mathematical structure, method, and applications of Euclidean plane and solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems. Topics of study include points, lines, and angles; triangles; right triangles; quadrilaterals and other polygons; circles; coordinate geometry; three-dimensional solids; geometric constructions; symmetry; the use of transformations; and non-Euclidean geometries. Students work on additional challenging assignments, assessments, and research projects.

**Course length:** Two semesters

**Materials:** *Geometry: A Reference Guide*; a drawing compass, protractor, and ruler

**Prerequisites:** MTH123: Algebra I or MTH124: Honors Algebra I, or equivalent, and teacher/school counselor recommendation

### **MTH302: Algebra II**

This course builds upon algebraic concepts covered in Algebra I. Students solve open-ended problems and learn to think critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

**Course length:** Two semesters

**Materials:** None

**Prerequisites:** MTH122: Algebra I

### **MTH303: Algebra II**

This course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include conic sections; functions and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis.

**Course Length:** Two semesters

**Materials:** None

**Prerequisites:** MTH123: Algebra I and MTH203: Geometry

### **MTH304: Honors Algebra II**

This course builds upon advanced algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Students extend their knowledge and understanding by solving open-ended problems and thinking critically. Topics include functions and their graphs; quadratic functions; complex numbers, and advanced polynomial functions. Students are introduced to rational, radical, exponential, and logarithmic functions; sequences and series; probability; statistics; and conic sections. Students work on additional challenging assignments, assessments, and research projects.

**Course Length:** Two semesters

**Materials:** None

**Prerequisites:** MTH123: Algebra I or MTH124: Honors Algebra I and MTH203: Geometry or MTH204: Honors Geometry, or equivalents, and teacher/school counselor recommendation

### **MTH312: Business and Consumer Math**

Students learn mathematical skills relevant to everyday life, such as balancing a checkbook, calculating net pay, budgeting expenses, making cost comparisons, buying and renting a home, and finding the cost of operating a motor vehicle. Students also explore business topics, including borrowing money, investing, and calculating business profits and losses. The course guides students toward logical thinking and problem solving, to help them make good decisions about money and finances. Through projects and activities, students apply their skills and knowledge to real-life situations.

**Course length:** One semester

**Materials:** None

**Prerequisites:** MTH112 or MTH113: Pre-Algebra (or equivalent) recommended, but not required



### **MTH403: Pre-Calculus/Trigonometry**

Pre-calculus weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.

**Course length:** Two semesters

**Materials:** Texas Instruments T1-84 Plus graphing calculator

**Prerequisites:** Success in MTH203: Geometry and MTH303: Algebra II

### **MTH500: AP® Calculus AB**

This course is the equivalent of an introductory college-level calculus course. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. Students learn to evaluate the soundness of proposed solutions and apply mathematical reasoning to real-world models. Students also learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Students prepare for the AP® exam and further studies in science, engineering, and mathematics.

**Course length:** Two semesters

**Materials:** Texas Instruments T1-84 Plus graphing calculator

**Prerequisites:** Success in MTH203: Geometry, MTH303: Algebra II, MTH403: Pre-Calculus/Trigonometry, and a teacher/school counselor recommendation

### **MTH510: AP® Statistics**

This course is the equivalent of an introductory college-level course. Statistics—the art of drawing conclusions from imperfect data and the science of real-world uncertainties—plays an important role in many fields. Students collect, analyze,

graph, and interpret real-world data. They learn to design and analyze research studies by reviewing and evaluating examples from real research. Students prepare for the AP® exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

**Course length:** Two semesters

**Materials:** Texas Instruments T1-84 Plus graphing calculator

**Prerequisites:** Success in MTH303: Algebra II and a teacher/school counselor recommendation

### **BUS030: Personal Finance (Elective)**

Students learn about different aspects of personal economics and finance in a virtual neighborhood setting. Topics include spending plans and borrowing decisions; career planning; and investing, insurance, and other financial services. Students complete activities and projects to apply the knowledge they gain to their own lives. This course may meet the needs of most students requiring financial skills or economics credit.

**Course length:** One semester

**Materials:** None

**Prerequisites:** MTH112 or MTH113: Pre-Algebra (or equivalent) recommended, but not required

## **Science**

### **SCI102: Physical Science**

Students explore the relationship between matter and energy by investigating force and motion, the structure of atoms, the structure and properties of matter, chemical reactions, and the interactions of energy and matter. Students develop skill in measuring, solving problems, using laboratory apparatuses, following safety procedures, and adhering to experimental procedures. Students focus on inquiry-based learning, with hands-on laboratory investigations making up half of the learning experience. K<sup>12</sup> provides all lab materials that cannot easily be found in the home.

**Course length:** Two semesters

**Materials:** *Physical Science: A Laboratory Guide*; materials for laboratory experiments

**Prerequisites:** K<sup>12</sup> middle school Physical Science, or equivalent

### SCI112: Earth Science

This course provides students with a solid earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of online lessons, an associated reference book, collaborative activities, and hands-on laboratories students can conduct at home. The course provides a base for further studies in geology, meteorology, oceanography, and astronomy, and gives practical experience in implementing scientific methods. K<sup>12</sup> provides all lab materials that cannot easily be found in the home.

**Course length:** Two semesters

**Materials:** *Earth Science: A Reference Guide*; materials for laboratory experiments

**Prerequisites:** K<sup>12</sup> middle school Earth Science, or equivalent

### SCI113: Earth Science

This course provides students with a comprehensive earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of in-depth online lessons, an associated reference book, collaborative activities, and hands-on laboratories students can conduct at home. The course prepares students for further studies in geology, meteorology, oceanography, and astronomy courses, and gives them practical experience in implementing scientific methods. K<sup>12</sup> provides all lab materials that cannot easily be found in the home.

**Course length:** Two semesters

**Materials:** *Earth Science: A Reference Guide*; materials for laboratory experiments

**Prerequisites:** K<sup>12</sup> middle school Life Science, or equivalent

### SCI114: Honors Earth Science

This challenging course provides students with an honors-level earth science curriculum, focusing on geology, oceanography, astronomy, weather, and climate. The program consists of online lessons, an associated reference book, collaborative activities, and hands-on laboratories students can conduct at home. The course prepares students for advanced studies in geology, meteorology, oceanography, and astronomy courses, and gives them more sophisticated experience in implementing scientific methods. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories. K<sup>12</sup> provides all lab materials that cannot easily be found in the home.

**Course length:** Two semesters

**Materials:** *Earth Science: A Reference Guide*; materials for laboratory experiments

**Prerequisites:** K<sup>12</sup> middle school Life Science, or equivalent, success in previous science course, and teacher/school counselor recommendation

### SCI202: Biology

In this course, students focus on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of online lessons including extensive animations, an associated reference book, collaborative activities, and hands-on laboratory experiments students can conduct at home. K<sup>12</sup> provides all lab materials that cannot easily be found in the home.

**Course length:** Two semesters

**Materials:** *Biology: A Reference Guide*; materials for laboratory experiments, including a compound microscope

**Prerequisites:** K<sup>12</sup> middle school Life Science, or equivalent

### SCI203: Biology

In this comprehensive course, students investigate the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of in-depth online lessons including extensive animations, an associated reference book, collaborative explorations, and hands-on laboratory experiments students can conduct at home. K<sup>12</sup> provides all lab materials that cannot easily be found in the home.

**Course length:** Two semesters

**Materials:** *Biology: A Reference Guide*; materials for laboratory experiments, including a compound microscope

**Prerequisites:** K<sup>12</sup> middle school Life Science, or equivalent

### SCI204: Honors Biology

This course provides students with a challenging honors-level biology curriculum, focusing on the chemistry of living things: the cell, genetics, evolution, the structure and function of living things, and ecology. The program consists of advanced online lessons including extensive animations, an associated reference book, collaborative explorations, and hands-on laboratory experiments students can conduct at home. Honors activities include debates, research papers, extended collaborative laboratories, and virtual laboratories. K<sup>12</sup> provides all lab materials that cannot easily be found in the home.

**Course length:** Two semesters

**Materials:** *Biology: A Reference Guide*; materials for laboratory experiments, including a compound microscope

**Prerequisites:** K<sup>12</sup> middle school Life Science, or equivalent, success in previous science course, and teacher/school counselor recommendation

### SCI302: Chemistry

This course surveys all key areas of chemistry, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction and related assessments, used with a problem-solving book. Instructions for hands-on labs are included, for which K<sup>12</sup> provides all lab materials that cannot easily be found in the home.

**Course length:** Two semesters

**Materials:** *Chemistry: Problems and Solutions*; *Chemistry: A Laboratory Guide*; K<sup>12</sup>-provided laboratory materials; common household materials for labs

**Prerequisites:** K<sup>12</sup> middle school Physical Science or SCI102: Physical Science and satisfactory grasp of Algebra basics, evidenced by success in MTH122: Algebra I, or equivalent

### SCI303: Chemistry

This comprehensive course gives students a solid basis to move on to future studies. The course provides an in-depth survey of all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry. The course includes direct online instruction and related assessments, used with a problem-solving book. Instructions for hands-on labs are included, for which K<sup>12</sup> provides all lab materials that cannot easily be found in the home.

**Course length:** Two semesters

**Materials:** *Chemistry: Problems and Solutions*; *Chemistry: A Laboratory Guide*; K<sup>12</sup>-provided laboratory materials; common household materials for labs

**Prerequisites:** Satisfactory completion of either K<sup>12</sup> middle school Physical Science or SCI102: Physical Science and solid grasp of Algebra basics, evidenced by success in MTH122: Algebra I, or equivalent

### SCI304: Honors Chemistry

This advanced course gives students a solid basis to move on to more advanced courses. The challenging course surveys all key areas, including atomic structure, chemical bonding and reactions, solutions, stoichiometry, thermochemistry, organic chemistry, and nuclear chemistry, enhanced with challenging model problems and assessments. Students complete community-based written research projects, treat aspects of chemistry that require individual research and reporting, and participate in online threaded discussions. Instructions for hands-on labs are included, for which K<sup>12</sup> provides all lab materials that cannot easily be found in the home.

**Course length:** Two semesters

**Materials:** *Chemistry: Problems and Solutions*; *Chemistry: A Laboratory Guide*; common household materials for labs

**Prerequisites:** Success in previous science course, success in Algebra I, or equivalent, and teacher/school counselor recommendation

### SCI403: Physics

This course provides a comprehensive survey of all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. The course gives students a solid basis to move on to more advanced courses later in their academic careers. The program consists of online instruction and related assessments, plus an associated problem-solving book and instructions for conducting hands-on laboratory experiments at home. K<sup>12</sup> provides all lab materials that cannot be found easily in a typical home.

**Course length:** Two semesters

**Materials:** *Physics: Problems and Solutions*; Materials for laboratory experiments

**Prerequisites:** MTH303: Algebra II and MTH403: Pre-Calculus/Trigonometry

### SCI404: Honors Physics

This advanced course surveys all key areas: physical systems, measurement, kinematics, dynamics, momentum, energy, thermodynamics, waves, electricity, and magnetism, and introduces students to modern physics topics such as quantum theory and the atomic nucleus. Additional honors assignments include debates, research papers, extended collaborative laboratories, and virtual laboratories. The course gives a solid basis for moving on to more advanced college physics



courses. The program consists of online instruction and related assessments, plus an associated problem-solving book and instructions for conducting hands-on laboratory experiments at home. K<sup>12</sup> provides all lab materials that cannot be found easily in a typical home.

**Course length:** Two semesters

**Materials:** *Physics: Problems and Solutions*; Materials for laboratory experiments

**Prerequisites:** MTH303: Algebra II or MTH304: Honors Algebra II and MTH403: Pre-Calculus/Trigonometry, and teacher/school counselor recommendation

### **SCI500: AP® Biology**

This course is designed in three modules with correlating laboratory exercises: molecules and cells, heredity and the theory of evolution, and organisms and populations. Within these modules students learn about energy transfer, continuity and change in the biological world, and relations between the structure and function of living things. They also analyze the interdependence of the elements of nature and the ways in which science must seek to preserve a balance between technology and nature. Students prepare for the AP® exam by modeling the thought processes and critical-thinking skills required to answer questions on the exam. The content aligns to the sequence of topics recommended by the College Board.

**Course length:** Two semesters

**Materials:** Materials for laboratory experiments

**Prerequisites:** Success in SCI203: Biology and SCI303: Chemistry, and teacher/school counselor recommendation

### **SCI510: AP® Chemistry**

Students solve chemical problems by using mathematical formulation principles and chemical calculations in addition to laboratory experiments. They build on their general understanding of chemical principles and engage in a more in-depth study of the nature and reactivity of matter. Students first focus on the structure of atoms, molecules, and ions, and then go on to analyze the relationship between molecular structure and chemical and physical properties. To investigate this relationship, students examine the molecular composition of common substances and learn to transform them through chemical reactions with increasingly predictable outcomes. Students prepare for the AP® exam. The course content aligns to the sequence of topics recommended by the College Board and to widely used textbooks.

**Course length:** Two semesters

**Materials:** *Inquiries into Chemistry*, by Abraham and Pavelich, 3rd ed.; materials for laboratory experiments; not provided, but a Texas Instruments T1-84 Plus graphing calculator or one of similar capabilities is required

**Prerequisites:** Success in SCI303: Chemistry or SCI304: Honors Chemistry and MTH303: Algebra II, and a teacher/school counselor recommendation

### **SCI520: AP® Physics B**

This course is the equivalent of an introductory college-level survey course, but does not require proficiency in calculus. Students focus on five general areas: Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students gain an understanding of the core principles of physics and then apply them to problem-solving exercises. They learn how to measure the mass of a planet without weighing it, find out how electricity makes a motor turn, and learn how opticians know how to shape lenses for glasses. Students prepare for the AP® exam and for further study in science and engineering.

**Course length:** Two semesters

**Materials:** *Schaum's Outline of College Physics*, by Bueche and Hecht, 10th ed.; materials for laboratory experiments; not provided, but a Texas Instruments T1-84 Plus graphing calculator or one of similar capabilities is required

**Prerequisites:** Success in MTH303: Algebra II, MTH403: Pre-Calculus/Trigonometry, and teacher/school counselor recommendation

### **SCI010: Environmental Science (Elective)**

This course provides an overview of the nature of ecosystems, energy flow, and the inter-relationships of biology, geology, and chemical cycles. Students explore issues in population studies, environmental pollution, and the organization and dynamics of ecological communities. Specific topics include scientific habits of the mind; the application of scientific knowledge, methodology, and historical context to solve problems; the use of laboratory technologies; earth dynamics; the influence of technology on environmental quality; conservation practices; biodiversity; environmental planning and waste management; environmental monitoring and policy; sustainable use of public land; characteristics of populations; biotic and abiotic environmental factors; and energy production technologies.

**Course length:** Two semesters

**Materials:** Common household materials for labs

**Prerequisites:** Success in previous high school science course and a teacher/school counselor recommendation

### SCI020: Life Science: Oceanography (Elective)

In this introductory course, students construct an applied knowledge of the characteristics of aquatic systems. Students study ocean structure and marine ecology through hands-on exploration of coastal waters, open ocean waters, deep ocean waters, coral reefs, kelp forests, deep ocean vents, and tide pools. Through guided practice of the scientific model, using common household materials, students conduct field studies of local aquatic structures.

**Course length:** One semester

**Materials:** Common household materials for labs

**Prerequisites:** SCI202 or SCI203: Biology and SCI102: Physical Science, or equivalents

## History and Social Sciences

### HST102: World History

This course traces the development of civilizations around the world from prehistory to the present, with a special emphasis on key periods and primary sources. The course covers major events in world history, including the development and influence of human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate the major religions and belief systems throughout history and learn about the importance of trade and cultural exchange. Other topics include the development of agriculture, the spread of democracy, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the twentieth century.

**Course length:** Two semesters

**Materials:** None

**Prerequisites:** K<sup>12</sup> middle school American History Since 1865, World History A or World History B, or equivalent

### HST103: World History

In this course, students examine the development of civilizations around the world from prehistory to the present, analyzing human-geographic relationships, political and

social structures, economics, science and technology, and the arts. Students investigate major religions and belief systems and explore trade and cultural exchange in relation to the development of civilizations. Studies emphasize major changes in world history, such as the development of agriculture, spread of democracy, rise of nation-states, the Industrial Revolution, the spread of imperialism, and critical issues and conflicts of the twentieth century.

**Course length:** Two semesters

**Materials:** None

**Prerequisites:** K<sup>12</sup> middle school American History Since 1865, World History A or World History B, or equivalent

### HST202: Modern World Studies

Students trace the history of the world from approximately 1870 to the present. They begin with a look back at events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

**Course length:** Two semesters

**Materials:** *The Human Odyssey, Volume 3*

**Prerequisites:** HST102: World History, K<sup>12</sup> middle school Intermediate World History A and B, or equivalent

### HST203: Modern World Studies

In this comprehensive course, students follow the history of the world from approximately 1870 to the present. They begin with a study of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students examine both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore

topics in physical and human geography, and investigate issues of concern in the contemporary world. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice sophisticated skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

**Course length:** Two semesters

**Materials:** *The Human Odyssey, Volume 3*

**Prerequisites:** HST103: World History, K<sup>12</sup> middle school Intermediate World History A and B, or equivalent

### **HST204: Honors Modern World Studies**

In this advanced course, students investigate the history of the world from approximately 1870 to the present. They begin with an analysis of events leading up to 1914, including the Second Industrial Revolution and the imperialism that accompanied it. Their focus then shifts to the contemporary era, including two world wars, the Great Depression, and global Cold War tensions. Students undertake an in-depth examination of both the staggering problems and astounding accomplishments of the twentieth century, with a focus on political and social history. Students also explore advanced topics in physical and human geography, and investigate issues of concern in the contemporary world. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting research. Students complete independent projects each semester.

**Course length:** Two semesters

**Materials:** *The Human Odyssey, Volume 3*

**Prerequisites:** HST103: World History, K<sup>12</sup> middle school Intermediate World History A and B, or equivalent, success in previous social studies course, and a teacher/school counselor recommendation

### **HST212: Geography and World Cultures**

This one-semester course introduces students to the countless ways in which geography influences human relationships, politics, society, economics, science, technology, and the arts. Special emphasis is placed on the way geographically derived information is expressed in maps, charts, and graphs in order to teach students how to analyze and create such documents.

**Course length:** One semester

**Materials:** None

**Prerequisites:** HST102: World History is recommended, but not required

### **HST213: Geography and World Cultures**

This one-semester course uses geographic features to explore how human relationships, political and social structures, economics, science, technology, and the arts have developed and influenced life in countries around the world. Throughout the course, students learn how to read maps, charts, and graphs rigorously and critically—and how to create them. Examining the intersection of culture and geography, students discover how a mountain in the distance can inspire national policymakers, civil engineers, or poets; how a river triggers the activity of bridge builders, shipbuilders, and merchants alike; and how the sound of a busy Cairo street can inspire sociologists and musicians. Students come to understand how the drama of human history and cultural encounters—affecting land, natural resources, religious dominance, and more—is played out on the geographical stage

**Course length:** One semester

**Materials:** None

**Prerequisites:** HST103: World History is recommended, but not required

### **HST302: U.S. History**

This course is a full-year survey that provides students with a view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K<sup>12</sup>'s *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

**Course length:** Two semesters

**Materials:** *The American Odyssey: A History of the United States*

**Prerequisites:** K<sup>12</sup> middle school Intermediate World History B or HST102: World History

### **HST303: U.S. History**

This course is a full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K<sup>12</sup>'s *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice skills of historical

thinking and analysis. Activities include analyzing primary sources and maps, creating time lines, completing projects and written assignments, and conducting independent research.

**Course length:** Two semesters

**Materials:** *The American Odyssey: A History of the United States*

**Prerequisites:** HST103: World History or HST203: Modern World Studies

### **HST304: Honors U.S. History**

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the first migrations of nomadic people to North America to recent events. Readings are drawn from K<sup>12</sup>'s *The American Odyssey: A History of the United States*. Online lessons help students organize their study, explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

**Course length:** Two semesters

**Materials:** *The American Odyssey: A History of the United States*

**Prerequisites:** HST103: World History or HST203: Modern World Studies, success in previous history course, and a teacher/school counselor recommendation

### **HST312: Modern U.S. History**

This course is a full-year survey that provides students with a view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K<sup>12</sup>'s *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

**Course length:** Two semesters

**Materials:** *The American Odyssey: A History of the United States*

**Prerequisites:** K<sup>12</sup> middle school American History Before 1865 and American History Since 1865, or equivalent

### **HST313: Modern U.S. History**

This course is a full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K<sup>12</sup>'s *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics in depth, review in preparation for assessments, and practice skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research.

**Course length:** Two semesters

**Materials:** *The American Odyssey: A History of the United States*

**Prerequisites:** K<sup>12</sup> middle school American History Before 1865 and American History Since 1865, or equivalent

### **HST314: Honors Modern U.S. History**

This course is a challenging full-year survey that provides students with a comprehensive view of American history from the industrial revolution of the late nineteenth century to recent events. Readings are drawn from K<sup>12</sup>'s *The American Odyssey: A History of the United States*. Online lessons help students organize study, explore topics in depth, review in preparation for assessments, and practice advanced skills of historical thinking and analysis. Activities include analyzing primary sources and maps, creating timelines, completing projects and written assignments, and conducting independent research. Students complete independent projects each semester.

**Course length:** Two semesters

**Materials:** *The American Odyssey: A History of the United States*

**Prerequisites:** K<sup>12</sup> middle school American History Before 1865 and American History Since 1865, or equivalent, and teacher/school counselor recommendation

### **HST402: U.S. Government and Politics**

This course uses the perspective of political institutions to explore government history, organization, and functions. Students encounter the political culture of our country from the Declaration of Independence to the present day, gaining insight into the challenges faced by presidents, members of Congress, and other political participants. The course also covers the roles of political parties, interest groups, the media, and the Supreme Court. Students learn to use primary historical documents as evidence in evaluating past events and government functions.

**Course length:** One semester

**Materials:** None

**Prerequisites:** HST302: U.S. History is recommended, but not required

### **HST403: U.S. Government and Politics**

This course studies the history, organization, and functions of the United States government. Beginning with the Declaration of Independence and continuing through to the present day, students explore the relationship between individual Americans and our governing bodies. Students take a close look at the political culture of our country and gain insight into the challenges faced by citizens, elected government officials, political activists, and others. Students also learn about the roles of political parties, interest groups, the media, and the Supreme Court, and discuss their own views on current political issues.

**Course length:** One semester

**Materials:** None

**Prerequisites:** HST303: U.S. History is recommended, but not required

### **HST412: U.S. and Global Economics**

This course in economic principles uses real-world simulations to teach the issues faced by producers, consumers, investors, and taxpayers in the U.S. and around the world. Topics include markets; supply and demand; theories of early economic thinkers; theories of value; money; the role of banks, investment houses, and the Federal Reserve; and other fundamental features of capitalism. A survey of current issues in American and global markets rounds out the course.

**Course length:** One semester

**Materials:** None

**Prerequisites:** HST402: U.S. Government and Politics is recommended, but not required

### **HST413: U.S. and Global Economics**

In this course on economic principles, students explore choices they face as producers, consumers, investors, and taxpayers. Students apply what they learn to real-world simulation problems. Topics of study include markets from historic and contemporary perspectives; supply and demand; theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; money (what it is, how it

evolved, the role of banks, investment houses, and the Federal Reserve); Keynesian economics; how capitalism functions, focusing on productivity, wages, investment, and growth; issues of capitalism, such as unemployment, inflation, and the national debt; and a survey of markets in such areas as China, Europe, and the Middle East.

**Course length:** One semester

**Materials:** None

**Prerequisites:** HST403: U.S. Government and Politics is recommended, but not required

### **HST500: AP® U.S. History**

Students explore and analyze the economic, political, and social transformation of the United States since the time of the first European encounters. Students are asked to master not only the wide array of factual information necessary to do well on the AP® exam, but also to practice skills of critical analysis of historical information and documents. Students read primary and secondary source materials and analyze problems presented by historians to gain insight into challenges of interpretation and the ways in which historical events have shaped American society and culture. The content aligns to the sequence of topics recommended by the College Board and to widely used textbooks. Students prepare for the AP® exam.

**Course length:** Two semesters

**Materials:** *America: A Narrative History*, by Tindall et al., 7th ed.

**Prerequisites:** Success in previous history course and a teacher/school counselor recommendation

### **HST510: AP® U.S. Government and Politics**

This course is the equivalent of an introductory college-level course. Students explore the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students gain the analytical perspective necessary to evaluate political data, hypotheses, concepts, opinions, and processes and learn how to gather data about political behavior and develop their own theoretical analysis of American politics. Students also build the skills they need to examine general propositions about government and politics, and to analyze specific relationships between political, social, and economic institutions. Students prepare for the AP® exam and for further study in political science, law, education, business, and history.



**Course length:** One semester

**Materials:** *The Lanahan Readings in the American Polity*, 4th ed.; *American Government*, by Lowi et al., 9th ed.

**Prerequisites:** Success in HST303: U.S. History (or equivalent) and a teacher/school counselor recommendation

### HST520: AP® Macroeconomics

This course is the equivalent of an introductory college-level course. Students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. Students also examine how individuals and institutions are influenced by employment rates, government spending, inflation, taxes, and production. Students prepare for the AP® exam and for further study in business, political science, and history.

**Course length:** One semester

**Materials:** *Macroeconomics for Today*, 4th Ed., ISBN: 0-324-30197-9

**Prerequisites:** Success in MTH303: Algebra II (or equivalent) and a teacher/school counselor recommendation

### HST530: AP® Microeconomics

This course is the equivalent of an introductory college-level course. Students explore the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students learn why the same product can cost different amounts at different stores, in different cities, and at different times. Students also learn to spot patterns in economic behavior and learn how to use those patterns to explain buyer and seller behavior under various conditions. Lessons promote an understanding of the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in the economy. Students prepare for the AP® exam and for further study in business, history, and political science.

**Course length:** One semester

**Materials:** *Microeconomics for Today*, 4th Ed., ISBN: 0-324-30192-8

**Prerequisites:** Success in MTH303: Algebra II (or equivalent) and a teacher/school counselor recommendation

### HST540: AP® Psychology

This course is the equivalent of an introductory college-level course. Students receive an overview of current psychological research methods and theories. They explore the therapies used by professional counselors and clinical psychologists, and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They study core psychological concepts, such as the brain and sensory functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Students prepare for the AP® Exam and for further studies in psychology and life sciences.

**Course length:** One semester

**Materials:** *Psychology*, by David G. Myers, 8th ed.

**Prerequisites:** Success in SCI203: Biology and a teacher/school counselor recommendation

### HST010: Anthropology (Elective)

Anthropology is the study of human beings and their social, environmental, and cultural relationships over time. In this course, students familiarize themselves with their own culture as they explore cultures from around the world and from different periods in history. Students examine each culture through the lens of family, land, death, identity, and power, to explore the similarities and differences of cultural roles in various times and places.

**Course length:** One semester

**Materials:** None

**Prerequisites:** HST102 or HST103: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

### HST020: Psychology (Elective)

Students explore scientific methods of research as well as the major schools of psychology as they relate to issues of aggression, addictive behavior, memory, interpersonal relations, and self-care. Topics include the importance of ethics in scientific study, psychology's application to daily life, the influence of cultural background on perception, and more.

**Course length:** One semester

**Materials:** None

**Prerequisites:** SCI202 or SCI203: Biology or equivalent

### HST030: Macroeconomics (Elective)

Students analyze economic data through a variety of learning activities. They learn how macroeconomics differs from microeconomics. They study the measurement of aggregate economic activity and how it relates to employment and inflation. They explore fiscal and monetary policies designed to promote economic stability. Throughout the course, students use Internet resources to access and analyze current economic data.

**Course length:** One semester

**Materials:** None

**Prerequisites:** Success in previous math/social studies course and a teacher/school counselor recommendation

## World Languages

### WLG100: Spanish I

Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. Vocabulary and grammar topics are introduced in an ongoing adventure story that prompts students to use skills from all four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Cultural information covers major Spanish-speaking areas in Europe and the Americas. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

**Course length:** Two semesters

**Materials:** *Vox Everyday Spanish and English Dictionary*

**Prerequisites:** None

**Note:** Students who have already succeeded in middle school Spanish 2 should enroll in Spanish II rather than in Spanish I.

### WLG200: Spanish II

In this continuing introduction to Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary in real-life oral expression. Additional verb tenses and idiomatic expressions are

also introduced. As in Spanish I, students learn grammar through supplemental texts that supply traditional charts, tables, and explanations. Cultural information addresses Spanish as it is used around the globe. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

**Course length:** Two semesters

**Materials:** *Vox Everyday Spanish and English Dictionary*

**Prerequisites:** WLG100: Spanish I, middle school Spanish 1 and 2, or equivalent

### WLG300: Spanish III

Intermediate Spanish students who have a strong base of vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

**Course length:** Two semesters

**Materials:** *Vox Everyday Spanish and English Dictionary*

**Prerequisites:** WLG200: Spanish II, or equivalent

### WLG500: AP® Spanish Language

In AP® Spanish Language, students perfect their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and apply what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid working knowledge of all Spanish verb forms and tenses. The equivalent of a college-level language course, AP® Spanish Language prepares students for the AP® exam and for further study of Spanish language, culture, and literature.

**Course length:** Two semesters

**Materials:** *Vox Everyday Spanish and English Dictionary*

**Prerequisites:** WLG300: Spanish III (or equivalent) and a teacher/school counselor recommendation

### WLG110: French I

Students begin their introduction to French with fundamental building blocks in four key areas of foreign-language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic

vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All- new graphics, videos, and games keep students engaged, and make learning languages exciting.

**Course length:** Two semesters

**Materials:** *Larousse Student French-English/English-French Dictionary*

**Prerequisites:** None

**Note:** Students who have already succeeded in middle school French 2 should enroll in French II rather than in French I.

### WLG210: French II

In this continuing introduction to French, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in French I, students learn grammar through supplemental texts that supply traditional charts, tables, and explanations. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

**Course length:** Two semesters

**Materials:** *Larousse Student French-English/English-French Dictionary*

**Prerequisites:** WLG110: French I, middle school French 1 and 2, or equivalent

### WLG310: French III

Intermediate French students who have a strong base of vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

**Course length:** Two semesters

**Materials:** *Larousse Student French-English/English-French Dictionary*

**Prerequisites:** WLG210: French II, or equivalent

### WLG510: AP® French Language

In AP® French Language, students apply their French grammar and vocabulary knowledge and their listening, reading, speaking, and writing skills to a wide variety of real-world contexts. Students learn to speak fluently and accurately, write sophisticated compositions, and comprehend native speakers. The equivalent of a college-level language course, AP® French Language prepares students for the AP® exam and for further study of French language, culture, and literature.

**Course length:** Two semesters

**Materials:** *Larousse Student French-English/English-French Dictionary*

**Prerequisites:** WLG310: French III (or equivalent) and teacher/school counselor recommendation

### WLG120: German I

Students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, and prompts students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

**Course length:** Two semesters

**Materials:** *Langenscheidt's Standard German Dictionary*

**Prerequisites:** None

**Note:** Students who have already succeeded in middle school German 2 should enroll in German II rather than in German I.



### **WLG220: German II**

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In this continuing introduction to German, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in German I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

**Course length:** Two semesters

**Materials:** *Langenscheidt's Standard German Dictionary*

**Prerequisites:** WLG120: German I, middle school German 1 and 2, or equivalent

### **WLG130: Latin I**

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This introduction to Latin clarifies the traditionally difficult aspects of the language through vocabulary that follows all standard Latin rules but allows students to tell modern stories connected to a contemporary adventure. Students study familiar vocabulary so they can bring into focus the special characteristics of Latin, notably noun cases and declensions. They receive ongoing practice in vocabulary and grammar, which leads to the study of post-Classical Latin, both ecclesiastical and secular, as embodied in the Vulgate Bible and medieval Latin texts. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

**Course length:** Two semesters

**Materials:** *Bantam New College Latin & English Dictionary*

**Prerequisites:** None

### **WLG230: Latin II**

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Students with a foundation in Latin refine their skills through compelling language lessons, as well as historical and cultural studies. They go from the basics of Latin to a higher level of sophistication through a learning methodology that uses games and stories. Students concentrate on fostering their ability to read and understand (without using a dictionary) classical Latin from a variety of authentic sources. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

**Course length:** Two semesters

**Materials:** *Bantam New College Latin & English Dictionary*

**Prerequisites:** WLG130: Latin I or equivalent

### **WLG140: Chinese I**

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Students use compelling stories, games, videos, and multimedia experiences in this introduction to Mandarin Chinese. They learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that give a base of conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets them choose an approach that works best for them. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

**Course length:** Two semesters

**Materials:** *Oxford Beginner's Chinese Dictionary*

**Prerequisites:** None

**Note:** Students who have already succeeded in middle school Chinese 2 should enroll in Chinese II rather than in Chinese I.

### **WLG240: Chinese II**

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Students continue with engaging stories, games, videos, and multimedia experiences in this second level of Mandarin Chinese. Students further their understanding of Chinese grammar and pronunciation through lessons refining previous practice of conversational ability and listening comprehension. Innovative cultural videos and lessons build awareness of the rich legacy of Chinese culture. Students expand their foundation for reading and writing in Chinese through adaptive technology, providing opportunities to generate fun narratives, a range of well-formed sentences reflecting a solid grasp of grammar structures, and a wide vocabulary. All-new graphics, videos, and games keep students engaged, and make learning languages exciting.

**Course length:** Two semesters

**Materials:** *Oxford Beginner's Chinese Dictionary*

**Prerequisites:** WLG140: Chinese I, middle school Chinese 1 and 2, or equivalent

## Electives and Additional Courses

### ART010: Fine Art (Elective)

This course combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

**Course length:** Two semesters

**Materials:** One package of white clay; one set of acrylic paint; one set of round paintbrushes ; no other materials provided. It is recommended, but not required, that students have some means of capturing an image of their studio art projects with a digital camera, webcam, or other imaging device.

**Prerequisites:** A survey course in World History is recommended as a prerequisite or co-requisite, but not required

### ART020: Music Appreciation (Elective)

This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

To comply with certain state standards for the arts, a student "performance practicum" is required for full credit each semester. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/or instrumental skills. Parents or guardians will be required to present their proposed practicum to the students' teachers for approval, and validate their children's regular participation in the chosen performance practicum.

**Course length:** Two semesters

**Materials:** Finale Notepad music notation software

**Prerequisites:** None

### BUS010: Business Communication and Career Exploration (Elective)

In this course, students explore the ways people communicate in today's business environment. They examine technological advances of the contemporary office and consider future developments. Topics include: reviewing communication fundamentals; developing business letters; researching and reporting; and getting a job. Students perfect their written and oral communication skills, evaluate career interests and aptitudes, and learn how to apply for jobs and conduct interviews.

**Course length:** One semester

**Materials:** None

**Prerequisites:** None

### BUS020: Business and Personal Relationships (Elective)

Students receive valuable information and guidelines necessary to navigate business and personal relationships in today's global and multiethnic environment. Through a focus on cultural awareness, positive self-concept, leadership, and communication, students examine how public, business, and personal behaviors intersect.

**Course length:** One semester

**Materials:** None

**Prerequisites:** None

### BUS030: Personal Finance (Elective)

Students learn about different aspects of personal economics and finance in a virtual neighborhood setting. Topics include spending plans and borrowing decisions; career planning; and investing, insurance, and other financial services. Students complete activities and projects that apply the knowledge they gain to their own lives. This course may meet the needs of most students requiring financial skills or economics credit.

**Course length:** One semester

**Materials:** None

**Prerequisites:** MTH112 or MTH113: Pre-Algebra (or equivalent) recommended, but not required

### **BUS040: Introduction to Entrepreneurship (Elective)**

In this introductory business course, students will learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course will help students develop the core skills they will need to be successful. They will learn how to come up with new business ideas, attract investors, market their business, and manage expenses. Students will get inspired by stories of teen entrepreneurs who have turned their ideas into reality, and then they will plan and execute their own business.

**Course length:** One semester

**Materials:** Google Docs (free web service)

**Prerequisites:** None

Available winter 2010

### **ENG010: Journalism (Elective)**

Students examine the development of journalism, from print to the multimedia environment, while learning how to publish an online newspaper. Students write newspaper-style articles and opinion pieces, and examine careers in multimedia communication. They also consider the historical effects of "yellow" journalism, freedom of the press, and journalism's contributions to today's world, with an emphasis on the mutual influence of media and policy.

**Course length:** Two semesters

**Materials:** *Associated Press Stylebook*

**Prerequisites:** Success in previous English/language arts course and a teacher/school counselor recommendation

### **HST010: Anthropology (Elective)**

Anthropology is the study of human beings and their social, environmental, and cultural relations over time. In this course, students familiarize themselves with their own culture as they explore cultures from around the world and from different periods in history. Students examine each culture through the lenses of family, land, death, identity, and power, allowing them to explore the similarities and differences in cultural roles in various times and places.

**Course length:** One semester

**Materials:** None

**Prerequisites:** HST102 or HST103: World History (or equivalent) recommended as a prerequisite or co-requisite, but not required

### **HST020: Psychology (Elective)**

Students explore scientific methods of research as well as the major schools of psychology as they relate to issues of aggression, addictive behavior, memory, interpersonal relations, and self-care. Topics include the importance of ethics in scientific study, psychology's application to daily life, the influence of cultural background on perception, and more.

**Course length:** One semester

**Materials:** None

**Prerequisites:** SCI202: Biology or equivalent

### **HST030: Macroeconomics (Elective)**

Students analyze economic data through a variety of learning activities. They learn how macroeconomics differs from microeconomics. They study the measurement of aggregate economic activity and how it relates to employment and inflation. They explore fiscal and monetary policies designed to promote economic stability. Throughout the course, students use Internet resources to access and analyze current economic data.

**Course length:** One semester

**Materials:** None

**Prerequisites:** Success in previous math/social studies course and a teacher/school counselor recommendation

### **SCI010: Environmental Science (Elective)**

This course provides an overview of the nature of ecosystems, energy flow, and the inter-relationships of biology, geology, and chemical cycles. Students explore issues in population studies, environmental pollution, and the organization and dynamics of ecological communities. Specific topics include: scientific habits of the mind; the application of scientific knowledge, methodology, and historical context to solve problems; the use of laboratory technologies; earth dynamics; the influence of technology on environmental quality; conservation practices; biodiversity; environmental planning and waste management; environmental monitoring and policy; sustainable use of public land; characteristics of populations; biotic and abiotic environmental factors; and energy production technologies.

**Course length:** Two semesters

**Materials:** Common household materials for labs

**Prerequisites:** Success in previous high school science course and a teacher/school counselor recommendation

### **SCI020: Life Science: Oceanography (Elective)**

In this introductory course, students construct an applied knowledge of the characteristics of aquatic systems. Students study ocean structure and marine ecology through hands-on exploration of coastal waters, open ocean waters, deep ocean waters, coral reefs, kelp forests, deep ocean vents, and tide pools. Through guided practice of the scientific model, using common household materials, students conduct field studies of local aquatic structures for the final project.

**Course length:** One semester

**Materials:** Common household materials for labs

**Prerequisites:** SCI202: Biology and SCI102: Physical Science, or equivalents

### **OTH010: Skills for Health**

This course focuses on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

**Course length:** One semester

**Materials:** None

**Prerequisites:** None

### **OTH020: Physical Education**

This pass/fail course combines online instructional guidance with student participation in weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity. The course promotes the value of lifetime physical activity and includes instruction in injury prevention, nutrition and diet, and stress management. Students may enroll in the course for either one or two semesters, and repeat for further semesters as needed to fulfill state requirements.

**Course length:** One semester (or more)

**Materials:** None

**Prerequisites:** None

### **OTH030: Career Planning (Elective)**

Students plan for a successful career by analyzing their own goals and decision-making processes. Students use various resources to investigate career options, master job-seeking techniques, and learn how to make the transition from school to work.

**Course length:** One semester

**Materials:** *Career Assessment; You and Your Career; Occupation Finder* guides

**Prerequisites:** None

### **OTH040: Reaching Your Academic Potential (Elective)**

Students learn essential academic skills within the context of their learning style, individual learning environment, and long-term goals. This course helps students develop habits for more successful reading, writing, studying, communication, collaboration, time management, and concentration. It also provides insights into how the brain works when they are learning, and ways to maximize its potential.

**Course length:** One semester

**Materials:** None

**Prerequisites:** None

### **OTH050: Achieving Your Career and College Goals (Elective)**

Students explore their options for life after high school and implement plans to achieve their goals. They identify their aptitudes, skills, and preferences, and explore a wide range of potential careers. They investigate the training and education required for the career of their choice, and create a plan to be sure that their work in high school is preparing them for the next step. They also receive practical experience in essential skills such as searching and applying for college, securing financial aid, writing a resume and cover letter, and interviewing for a job. This course is geared toward 11th and 12th graders.

**Course length:** One semester

**Materials:** TBD

**Prerequisites:** None

Available winter 2010

## Technology and Computer Science

### **TCH010: Computer Literacy I (Elective)**

Today's students must be able to effectively use technology to research, organize, create, and evaluate information. This course provides a foundation in the skills and concepts that define computer literacy in the twenty-first century. From the basics of keyboarding to Internet research techniques, document creation, and digital citizenship, students practice essential skills through individual and team projects.

**Course length:** One semester

**Materials:** Microsoft Office 2003 and GIMP (free download)

**Prerequisites:** None

### **TCH020: Computer Literacy II (Elective)**

This course builds on Computer Literacy I to develop the skills and concepts essential for computer literacy in the 21st century. From the basics of keyboarding to Internet research techniques, document creation, and digital citizenship, students practice essential skills through individual and team projects. When taken with Computer Literacy I, this course maps to the National Educational Technology Standards (NETS).

**Course length:** One semester

**Materials:** Microsoft Office 2003 and GIMP (free download)

**Prerequisites:** TCH010: Computer Literacy I

### **TCH030: Digital Photography and Graphics (Elective)**

This course is for anyone who wants to create compelling, professional-looking graphic designs and photos. Students will learn the basics of composition, color, and layout before moving on to technical topics such as working with layers and masks, adding special effects, and effectively using typefaces to create visual impact. At the end of this course, students will have created a variety of original projects for their graphic design portfolios.

**Course length:** One semester

**Materials:** GIMP (free download)

**Prerequisites:** None

### **TCH040: Web Design (Elective)**

This course provides a comprehensive introduction to the essentials of Web design, from planning page layouts to publishing a complete site to the Web. Through real-world design scenarios and hands-on projects, students create compelling, usable websites using the latest suite of free tools from Microsoft.

**Course length:** One semester

**Materials:** : KompoZer (free download) and GIMP (free download)

**Prerequisites:** None

### **TCH050: Digital Video Production (Elective)**

This course introduces students to all aspects of digital video, from story-boarding scenes and creating shot lists to editing a finished, professional-quality product. Throughout this project-based course, students demonstrate mastery of the key learning objectives by recording, capturing, and editing their own videos. This is a hands-on course that provides a solid foundation for further study in this exciting field, and progresses from the importing of raw footage through editing basics to transitions, text use, and special effects.

**Course length:** One semester

**Materials:** Microsoft Windows Movie Maker; student must supply a video camcorder capable of connecting to a computer, either through USB or FireWire

**Prerequisites:** None

### **TCH060: C++ Programming (Elective)**

In this introductory course, students learn basic programming concepts through a series of hands-on projects. They also learn about software development careers, the software development process, and industry best practices. Using Microsoft Visual C++ 2008, students master the building blocks of programming: functions, variables, loops, arrays, and classes.

**Course length:** One semester

**Materials:** Microsoft Visual C++ 2008 Express (free download)

**Prerequisites:** None

### **TCH070: Game Design I (Elective)**

This course is for anyone who loves gaming and wants to design and build original games from scratch. Students learn how to use popular game-development software to create engaging, interactive games in a variety of styles. After learning about game genres, students learn about all aspects of the game-design process. From there, it's on to a series of increasingly challenging hands-on projects that teach all the elements of successful game development. This course provides a solid foundation in the essentials of game design.

**Course length:** One semester

**Materials:** Multimedia Fusion 2.0

**Prerequisites:** None

### **TCH080: Game Design II (Elective)**

Students expand their knowledge of the game design industry while mastering event-driven game development through a series of interactive projects. By the end of this course, students will have a variety of polished games for their game-development portfolios.

**Course length:** One semester

**Materials:** Multimedia Fusion 2.0

**Prerequisites:** TCH070: Game Design I

### **TCH090: Online Game Design (Elective)**

This course introduces students to the design of online Flash games. They will learn how to develop a variety of games for the Web, using some basic programming concepts and ActionScript—the native scripting language of Flash—to develop games and publish them online. Professional-quality art is included in each project for students' use, or they can make their own. By the end of this course, students will have a fully-functioning multi-level online game.

**Course length:** One semester

**Materials:** PC with 1GB of RAM; Flash CS4

**Prerequisites:** None

### **TCH016: Flash Animation (Elective)**

This introductory course teaches all the animation essentials. Students learn cell animation, timelines, movies, sound—the works—using Flash Creative Suite 4 (CS4), the preferred design tool of industry pros worldwide. Students learn how to draw and animate movies, then publish them to the Web. They can create their own art or choose from the art asset libraries

included in each project. At the end of this course, students will have a portfolio of completed Flash animations.

**Course length:** One semester

**Materials:** PC with 1GB of RAM; Flash CS4

**Prerequisites:** Permission of a teacher/school counselor

### **TCH017: 3D Art I—Modeling (Elective)**

This course introduces students to 3D modeling tools and concepts. Using Blender, the popular open-source 3D modeling package, students will learn the basics of creating shapes, adding textures and lighting, and rendering. By the end of the course, students will have produced a series of increasingly sophisticated projects for their 3D portfolios. This course is suitable for students with no prior experience with 3D game design or digital media authoring tools.

**Course length:** One semester

**Materials:** PC with 1GB of RAM; Blender (free download)

**Prerequisites:** None

### **TCH018: 3D Art II—Animation (Elective)**

In this advanced course, students will build on the skills they developed in 3D Art I to learn 3D animation techniques. Using Blender, a powerful open-source modeling tool, they will master the basics of animation—rigging, bones, and movement—while learning how to apply traditional animation techniques to their 3D models. They will also learn about jobs in the industry.

**Course length:** One semester

**Materials:** PC with 1GB of RAM, Blender (free download)

**Prerequisites:** TCH017: 3D Art I—Modeling

Available winter 2010

### **TCH019: Computer-Aided Design (CAD) (Elective)**

Computer-aided design systems are used by designers and manufacturers in virtually every industry. In this course, students will master the basics of CAD software—creating points, lines, and other geometric forms, isometric drawings, and 3D models. They will learn how to translate initial concepts into functional designs and 3D walkthroughs. They will also explore career options for CAD designers in this hands-on introductory level course.

**Course length:** One semester

**Materials:** PC with 1GB of RAM, CAD software (free download)

**Prerequisites:** None

Available winter 2010



## Orientation

### **ORN010: Online Learning 09-10**

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The Online Learning course explains to students how the K<sup>12</sup> high school program works, and provides tips on successful online learning. Students are introduced to the online tools they will use during their high school experience, including the Learning Management System that delivers course assignments. Students take part in online discussions and practice submitting computer-scored assessments and other assignments to teachers. Lifelong learning skills such as time management and study habits are also covered. By the end of the course, students will be fully prepared to begin their K<sup>12</sup> high school courses.

**Course length:** 6-8 hours

**Materials:** None

**Prerequisites:** None

### **ORN100: Finding Your Path I**

### **ORN200: Finding Your Path II**

### **ORN300: Finding Your Path III**

### **ORN400: Finding Your Path IV**

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Students begin each school year with a course specifically targeted to the unique concerns of freshmen, sophomores, juniors, and seniors. This 10-hour orientation course is unique for each student, as school counselors, advisors, and other staff guide students through an in-depth exploration of their interests, abilities, and skills. Students explore their education and career interests, define goals, and create a path through high school that will get them there. In addition, this course serves as a "home base" where students and school counselors can address topics that are critical to ensuring success in high school and beyond. The K<sup>12</sup> online career and college counseling tools are featured in this course.

**Course length:** 10 hours

**Materials:** None

**Prerequisites:** None



2300 Corporate Park Drive  
Herndon, VA 20171  
Toll Free: 866.512.2273

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“Discover the  
new power  
in speech”

**powerspeak<sup>12</sup>**  
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Provo, UT 84601 | [powerspeak.com/schools](http://powerspeak.com/schools)

 A K & K Company

Course Catalog **08-09**



## Effective, proven world language curriculum for grades 3 -12

K<sup>12</sup>, the nation's leading provider of online learning programs for the K-12 market, now offers an exceptional online world language curriculum, powerspeak<sup>K12</sup> (formerly Power-Glide)—already a leader in providing world language curriculum for schools and independent learners.

### Supplemental language courses

Whether you're responsible for world language learning in a district, or one or more public, independent, or charter schools, we offer solutions for many of the challenges you face as a school administrator.

- **A comprehensive set of 29 courses and a broad selection of the most popular languages** enable you to **fill gaps or expand your curriculum offering** at the elementary, middle, and high school levels (grades 3-12). **powerspeak<sup>K12</sup> AP<sup>®</sup>** **language courses** allow you to cost-effectively **meet the needs of students seeking college prep courses**.
- **powerspeak<sup>K12</sup>** courses meet the **national standards** outlined by the **American Council on the Teaching of Foreign Languages (ACTFL)**, the nation's preeminent organization dedicated to the improvement and expansion of language instruction and learning.
- **powerspeak<sup>K12</sup>'s** accreditation by the Northwest Association of Accredited Schools (NAAS) **ensures quality learning** while **facilitating the granting and transfer of credit** to other accredited educational institutions.
- **powerspeak<sup>K12</sup>** courses can be used as **self-paced, independent study courses** or as **teacher-supported courses**. **Fully certified teachers** are available through **powerspeak<sup>K12</sup>**, allowing you to **easily expand the range of courses** you offer without additional staffing concerns.
- **The online delivery format allows courses to be taught or taken in a classroom, computer lab, or student's home, providing flexibility** to meet teachers' and students' **scheduling and pacing needs**.

## Developed *specifically* for kids means effective for kids

Some language learning programs marketed for children and teens are really adult programs that have essentially been repackaged and re-marketed for students. Not **powerspeak<sup>K12</sup>**. **powerspeak<sup>K12</sup>** courses were **designed from the start for kids, whose young minds are still open** to learning a language as a native speaker. This is important because by the time we are adults, the language "compartments" in our brains have narrowed, diminishing our ability to comfortably learn a language like a native speaker. **powerspeak<sup>K12</sup>** taps in to, and capitalizes on, the innate ability that kids possess to learn languages quickly and easily.

### Distinguishing features help students succeed

The **powerspeak<sup>K12</sup>** world language courses have numerous distinguishing features that set them apart and help to ensure a successful learning experience for your students in grades 3-12. **powerspeak<sup>K12</sup>** courses:

- **Simulate natural language learning**, enabling students to pick up the new language in much the same way they picked up their primary language
- **Leverage multiple methods of teaching**, encouraging multi-sensory learning and reinforcing connections through the use of rich graphics, audio, video, and music
- **Include engaging, age-appropriate content, games, and culturally relevant activities**, helping students to enjoy their studies and remain highly motivated
- **Include tests and the option of enabling students to receive full academic credit**, ensuring that students receive the ongoing practice, feedback, and academic recognition they require
- **Reward students as they learn**, allowing them to accumulate points through an integrated, avatar-based reward system that can be redeemed for online prizes, keeping students **engaged and eager to progress**
- **Guide students toward proficiency**, reinforcing listening, speaking, reading, and writing skills with increasing emphasis as students progress through course levels
- **Support delivery through qualified teachers or as independent study**, enabling you to choose what works best for your district and your students. Fully certified **powerspeak<sup>K12</sup>** teachers are available to fill gaps or augment your teaching staff, as needed.

# Elementary School

## ELEMENTARY SPANISH 1

This course for beginners with little exposure to foreign languages is geared toward younger minds that are still especially receptive to language learning through contextual interpretation and imitation. Highly visual and amusing stories and activities are geared toward these developing students, encouraging them to begin telling stories themselves. This course is not just a set of language lessons, but an appealing adventure for young minds, rich with all new graphics, games and engaging interactive activities. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include greetings, introductions, songs, *por favor* and *gracias*, and other expressions of daily courtesy, simple storytelling, and free-response questions. Vocabulary starts with numbers from 1-10, animals, and shapes before moving into days of the week, seasons, colors, fruits and vegetables, simple directions, and useful "around town" expressions. Grammar moves from simple sentence construction, first- and third-person verbs, and indefinite articles to demonstrative pronouns, simple conjunctions, simple possession, and *ser* and *estar*. Students also begin to encounter the third-person past tense, imperative verbs, and second-person present-tense verbs.

Cultural topics introduce the geography and customs of Spanish-speaking countries.

**MATERIALS:** A Spanish-English dictionary is recommended but not required.

## ELEMENTARY SPANISH 2

The adventure story continues to build upon the base of vocabulary and linguistic structures introduced in Elementary Spanish 1. Interactive activities and increasingly challenging games continue to drive students toward a strong set of intermediate language skills. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include social exchanges, more complex storytelling, songs, recipes, word puzzles, and interrogative words. Vocabulary includes advanced family- and animal-related words and a review of numbers. Poems, stories, and songs are used throughout. Grammar moves from negative and reflexive verbs and third-person plural present verbs to noun-adjective agreement, first-person past-tense verbs, and the plural imperative.

Cultural topics include cuisine, climate, geography, and history.

**MATERIALS:** A Spanish-English dictionary is recommended but not required.

## ELEMENTARY FRENCH 1

This course for beginners with little exposure to foreign languages is geared toward younger minds, still especially receptive to language learning through contextual interpretation and imitation. Highly visual and amusing stories and activities are geared toward these developing students, encouraging them to begin telling stories themselves. This course is not just a set of language lessons, but an appealing adventure for young minds, rich with all new graphics, games and engaging interactive activities. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include greetings, introductions, *oui* and *non*, *s'il vous plaît* and *merci*, and other familiar phrases, songs, simple storytelling, and description activities. Vocabulary starts with animals, shapes, and colors and moves to fruits, farm-related words, body parts, family words, and numbers. Grammar topics include simple nouns, first-, second-, and third-person present-tense verbs for simple questions, basic third-person past-tense verbs, interrogative words, simple conjunctions, articles, prepositions, and introductory imperative and infinitive verb forms.

Cultural topics introduce the geographies and customs of French-speaking countries.

**MATERIALS:** A French-English dictionary is recommended but not required.

## ELEMENTARY FRENCH 2

The adventure story continues to build upon the base of vocabulary and linguistic structures introduced in Elementary French 1. Interactive activities and increasingly challenging games continue to drive students toward a strong set of intermediate language skills. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include a wider array of social greetings and more complex storytelling and songs. Vocabulary expands with more terms related to animals, body parts, colors, familial relationships, and numbers. Grammar moves from second- and third-person plural present-tense forms, prepositional phrases, and more first- and third-person present-tense forms to additional conjunctions, reflexive verbs, imperatives, and past-tense forms.

Cultural topics include cuisine, climate, geography, and history.

**MATERIALS:** A French-English dictionary is recommended but not required.

## ELEMENTARY GERMAN 1

This course for beginners with little exposure to foreign languages is geared for younger minds, still especially receptive to language learning through contextual interpretation and imitation. Highly visual and amusing stories and activities are geared for these developing students, encouraging them to begin telling stories themselves. This course is not just a set of language lessons, but an appealing adventure for young minds, rich with all new graphics, games and engaging interactive activities. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include greetings, introductions, *ja* and *nein*, *danke* and *bitte* and other familiar phrases, songs, simple storytelling, and description activities. Vocabulary starts with animals, body parts, numbers, shapes, small objects, and colors, before moving on to food, farm-related words, useful "around town" expressions, and household terminology. Grammar starts with simple nouns, first-, second-, and third-person present-tense verbs, direct and indirect articles, the conjunction *und*, the pluralization of nouns, third-person plural present-tense verbs, third-person past-tense verbs, simple prepositions, and expressions conveying "there is," "there are," "isn't," and "will be."

Cultural topics introduce the geographies and customs of German-speaking countries, with a special focus on German-speaking Switzerland.

**MATERIALS:** A German-English dictionary is recommended but not required.

## ELEMENTARY GERMAN 2

The adventure story continues to build upon the base of vocabulary and linguistic structures introduced in Elementary German 1. Interactive activities and increasingly challenging games continue to drive students toward a strong set of intermediate language skills. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include a wider array of social greetings, introductions, simple commands, suggestions, questions, German folk songs, and enhanced storytelling. Vocabulary expands to include the domains of animals, body parts, numbers, shapes, small objects, familial relationships, food, cooking, and new words useful for telling stories such as "The Three Little Pigs" and "Chicken Little" in German. Grammar adds more third-person present-tense verbs, direct and indirect articles, and the conjunction *aber*, progressing toward new third-person plural present-tense forms, third-person past-tense verbs, additional prepositions, and expressions conveying "very." Students are also exposed to the simple future tense in the third person.

Cultural topics include cuisine, climate, geography, and history.

**MATERIALS:** A German-English dictionary is recommended but not required.

## ELEMENTARY LATIN 1

Latin remains a vital tool in improving students' fundamental understanding of English and other languages. While being, in the strictest sense, a "dead" language, Latin comes alive in this course through the use of gaming and multimedia techniques, creating the foundation for a deep understanding of cultural, political, and literary history. An integrated, game-based reward system keeps learners motivated and eager to progress.

Communication expressions include greetings, introductions, familiar phrases, relationships, cause and effect, likes and dislikes, and questions. Vocabulary progresses from animals, body parts, family relationships, colors, food, plants, and numbers to small objects, shapes, and household words. Grammar begins with simple sentence construction, first- and third-person verbs, demonstrative pronouns, conjunctions, and simple possession before moving on to basic third-person past-tense and imperative forms, as well as certain second-person present-tense forms.

Cultural topics introduce the history of the Latin language, and daily practices as well as military, political, and artistic aspects of the Roman Empire.

**MATERIALS:** A Latin-English dictionary is recommended but not required.





## Middle School

PowerSpeak<sup>12</sup> utilizes its level I high school courses for middle school (with the exception of Latin), using the following approach:

- Middle School Spanish 1 ----- > Spanish I, Semester 1
- Middle School Spanish 2 ----- > Spanish I, Semester 2
- Middle School French 1 ----- > French I, Semester 1
- Middle School French 2 ----- > French I, Semester 2
- Middle School German 1 ----- > German I, Semester 1
- Middle School German 2 ----- > German I, Semester 2
- Middle School Chinese 1 ----- > Chinese I, Semester 1
- Middle School Chinese 2 ----- > Chinese I, Semester 2

While not yet tailored for middle school, high school Latin courses may be appropriate for some middle school students in their current form.



Congratulations!

歡迎!

Félicitations!

Glückwunsche!

**¡FELICIDADES!**

Macte virtute esto!

## High School

### SPANISH I

Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. Vocabulary and grammar topics are introduced in an ongoing adventure story that prompts students to use skills from all four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. Cultural information covers major Spanish-speaking areas in Europe and the Americas. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress.

**COURSE LENGTH:** Two semesters

**MATERIALS:** A Spanish-English dictionary is recommended but not required.

**PREREQUISITES:** None

**NOTE:** Students who have already succeeded in Middle School Spanish 2 should enroll in Spanish II (below) rather than in Spanish I.

### SPANISH II

In this continuing introduction to Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then to reproduce new vocabulary in real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in Spanish I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. Cultural information addresses Spanish as it is used around the globe. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress.

**COURSE LENGTH:** Two semesters

**MATERIALS:** A Spanish-English dictionary is recommended but not required.

**PREREQUISITES:** Spanish I, or equivalent

### SPANISH III

Intermediate Spanish students who have a strong base in vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress.

**COURSE LENGTH:** Two semesters

**MATERIALS:** A Spanish-English dictionary is recommended but not required.

**PREREQUISITES:** Spanish II, or equivalent

### AP® SPANISH LANGUAGE

In AP Spanish Language, students perfect their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, applying what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid working knowledge of all Spanish verb forms and tenses. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, and literature. An integrated, game-based reward system keeps learners motivated and eager to progress.

**COURSE LENGTH:** Two semesters

**MATERIALS:** A Spanish-English dictionary is recommended but not required.

**PREREQUISITES:** Spanish III (or equivalent) and a teacher/counselor recommendation

### FRENCH I

Students begin their introduction to French with fundamental building blocks in four key areas of foreign-language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, prompting students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress.

**COURSE LENGTH:** Two semesters | **PREREQUISITES:** None

**MATERIALS:** A French-English dictionary is recommended but not required.

**NOTE:** Students who have already succeeded in Middle School French 2 should enroll in French II (below) rather than in French I.

### FRENCH II

In this continuing introduction to French, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, reproducing new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in French I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress.

**COURSE LENGTH:** Two semesters

**MATERIALS:** A French-English dictionary is recommended but not required.

**PREREQUISITES:** French I, or equivalent

### FRENCH III

Intermediate French students who have a strong base in vocabulary, speaking, and listening skills reach a new level of mastery and fluency in this course. Through games and compelling stories, students learn advanced grammar and vocabulary, with an emphasis on correct accents and comprehension of real-world native speech. Error-recognition technology helps students eliminate common mistakes from their speaking and writing. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress.

**COURSE LENGTH:** Two semesters

**MATERIALS:** A French-English dictionary is recommended but not required.

**PREREQUISITES:** French II, or equivalent

### AP® FRENCH LANGUAGE

In AP French Language, students apply their French grammar and vocabulary knowledge, as well as their listening, reading, speaking, and writing skills to a wide variety of real-world contexts. Students learn to speak fluently and accurately, write sophisticated compositions, and comprehend native speakers. The equivalent of a college-level language course, AP French Language prepares students for the AP exam and for further study of French language, culture, and literature. An integrated, game-based reward system keeps learners motivated and eager to progress.

**COURSE LENGTH:** Two semesters

**MATERIALS:** A French-English dictionary is recommended but not required.

**PREREQUISITES:** French III (or equivalent) and a teacher/counselor recommendation

## GERMAN I

Students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students are initially trained to recognize key sounds and basic vocabulary, not only in written form but also through ear training that leads quickly to oral production. An ongoing adventure story introduces vocabulary and grammar topics, prompting students to use skills from the four language-learning areas. Students learn fundamental grammar as embedded in authentic spoken language. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress.

**COURSE LENGTH:** Two semesters

**MATERIALS:** A German-English dictionary is recommended but not required.

**PREREQUISITES:** None

**NOTE:** Students who have already succeeded in Middle School German 2 should enroll in German II (below) rather than in German I.

## GERMAN II

In this continuing introduction to German, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. A continuing storyline introduces and reinforces new vocabulary, while activities prompt students to analyze meaning from context, and then reproducing new vocabulary items in functional real-life oral expression. Additional verb tenses and idiomatic expressions are also introduced. As in German I, students learn grammar through supplemental texts supplying traditional charts, tables, and explanations. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress.

**COURSE LENGTH:** Two semesters

**MATERIALS:** A German-English dictionary is recommended but not required.

**PREREQUISITES:** German I, or equivalent

## LATIN I

This introduction to Latin clarifies the traditionally difficult aspects of the language through vocabulary that follows all standard Latin rules but allows students to tell modern stories connected to a contemporary adventure. Students study familiar vocabulary so they can bring into focus the special characteristics of Latin, notably noun cases and declensions. They receive ongoing practice in vocabulary and grammar, which leads to the study of both ecclesiastical and secular post-Classical Latin, as embodied in the Vulgate Bible and medieval Latin texts. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress.

**COURSE LENGTH:** Two semesters

**MATERIALS:** A Latin-English dictionary is recommended but not required.

**PREREQUISITES:** None

## LATIN II

Students with a foundation in Latin refine their skills through compelling language lessons, and historical and cultural studies. They go from the basics of Latin to a higher level of sophistication through a learning methodology that uses games and stories. Students concentrate on fostering their ability to read and understand classical Latin (without using a dictionary) from a variety of authentic sources. All new graphics, video, and games keep students engaged, and make learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress.

**COURSE LENGTH:** Two semesters

**MATERIALS:** A Latin-English dictionary is recommended but not required.

**PREREQUISITES:** Latin I, or equivalent



## CHINESE I

Students use compelling stories, games, videos, and multimedia experiences in this introduction to Chinese. They learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that give a base of conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets them choose an approach that works best for them. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress.

**COURSE LENGTH:** Two semesters

**MATERIALS:** A Chinese-English dictionary is recommended but not required.

**PREREQUISITES:** None

**NOTE:** Students who have already succeeded in Middle School Chinese 2 should enroll in Chinese II (below) rather than in Chinese I.

## CHINESE II

Students continue with engaging stories, games, videos, and multimedia experiences in this second level of Chinese. Students further their understanding of Chinese grammar and pronunciation through lessons refining previous practice of conversational ability and listening comprehension. Innovative cultural videos and lessons build awareness of the rich legacy of Chinese culture. Students expand their foundation for reading and writing in Chinese through adaptive technology, providing opportunities to generate fun narratives, a range of well-formed sentences reflecting a solid grasp of grammar structures, and a wide vocabulary. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress.

**COURSE LENGTH:** Two semesters

**MATERIALS:** A Chinese-English dictionary is recommended but not required.

**PREREQUISITES:** Chinese I, or equivalent

## The powerspeak<sup>12</sup> difference

**powerspeak<sup>12</sup>** doesn't rely exclusively on a "listen and repeat," "trial and error," or "rote memorization" approach to teaching new languages. Rather, **powerspeak<sup>12</sup>** offers **what no other language program does—an optimal mix of innovative, yet proven teaching methods that are integrated and woven together for an unrivaled learning experience.** This successful blend of best practices evolved following decades of research by renowned world language professor Dr. Robert W. Blair. While **powerspeak<sup>12</sup>** courses are continuously improved and enhanced to reflect the latest language conventions and disciplines, the roots of such creativity, innovation, and experimentation remain planted in the best research available on true native language learning.



DRAFT SALARY SCHEDULE FOR TEACHERS

YEARS EXPERIENCE	BA	BA+15	BA+45 MA	MA+15	MA+45
Internship (0,1,2)	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Level I-0	\$30,000	\$30,001	\$30,002	\$30,003	\$30,004
I-1	\$30,791	\$30,792	\$30,793	\$30,794	\$30,795
I-2	\$32,331	\$32,332	\$32,333	\$32,334	\$32,335
I-3	\$34,377	\$34,378	\$34,379	\$34,380	\$34,382
I-4	\$34,378	\$34,379	\$34,380	\$34,382	\$34,383
Level II-3	\$40,000	\$40,001	\$40,002	\$40,003	\$40,004
II-4	\$41,055	\$41,056	\$41,057	\$41,058	\$41,059
II-5	\$43,108	\$43,109	\$43,110	\$43,111	\$43,112
II-6	\$45,263	\$45,264	\$45,265	\$45,266	\$45,267
II-7	\$45,264	\$45,265	\$45,266	\$45,267	\$45,268
II-8	\$45,265	\$45,266	\$45,267	\$45,268	\$45,269
II-9		\$45,267	\$45,268	\$45,269	\$45,270
II-10		\$45,268	\$45,269	\$45,270	\$45,271
II-11		\$45,269	\$45,270	\$45,271	\$45,272
II-12		\$45,270	\$45,271	\$45,272	\$45,273
II-13		\$45,271	\$45,272	\$45,273	\$45,274
II-14		\$45,272	\$45,273	\$45,274	\$45,275
II-15		\$45,273	\$45,274	\$45,275	\$45,276
II-16		\$45,274	\$45,275	\$45,276	\$45,277
II-17		\$45,275	\$45,276	\$45,277	\$45,278
II-18			\$46,532	\$46,533	\$46,534
II-19			\$47,247	\$47,248	\$47,249
II-20			\$47,962	\$47,963	\$47,964
II-21			\$48,678	\$48,679	\$48,680
II-22			\$49,393	\$49,394	\$49,395
II-23			\$50,110	\$50,111	\$50,112
II-24			\$50,825	\$50,826	\$50,827
II-25			\$51,540	\$51,541	\$51,542
Level III-6	\$50,000	\$50,001	\$50,002	\$50,003	\$50,004
III-7	\$51,319	\$51,320	\$51,321	\$51,322	\$51,323
III-8	\$51,320	\$51,321	\$51,322	\$51,323	\$51,324
III-9	\$51,321	\$51,322	\$51,323	\$51,324	\$51,325
III-10	\$51,322	\$51,323	\$51,324	\$51,325	\$51,326

DRAFT SALARY SCHEDULE FOR TEACHERS

III-11	\$51,323	\$51,324	\$51,325	\$51,326	\$51,327
III-12		\$51,325	\$51,326	\$51,327	\$51,328
III-13		\$51,326	\$51,327	\$51,328	\$51,329
III-14		\$51,327	\$51,328	\$51,329	\$51,330
III-15		\$51,328	\$51,329	\$51,330	\$51,331
III-16		\$51,329	\$51,330	\$51,331	\$51,332
III-17		\$51,330	\$51,331	\$51,332	\$51,333
III-18		\$51,331	\$51,332	\$51,333	\$51,334
III-19			\$51,333	\$51,334	\$51,335
III-20			\$51,334	\$51,335	\$51,336
III-21			\$51,335	\$51,336	\$51,337
III-22			\$51,336	\$51,337	\$51,338
III-23			\$51,337	\$51,338	\$51,339
III-24			\$51,338	\$51,339	\$51,340
III-25			\$51,339	\$51,340	\$51,341

DRAFT SALARY SCHEDULE FOR ADMINISTRATIVE STAFF

Entry Year	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Yr 14	Yr 15
24,000.00	25,200.00	26,460.00	27,783.00	29,172.15	30,630.76	32,162.30	33,770.41	35,458.93	37,231.88	39,093.47	41,048.14	43,100.55	45,255.58	47,518.36
25,000.00	26,250.00	27,562.50	28,940.63	30,387.66	31,907.04	33,502.39	35,177.51	36,936.39	38,783.21	40,722.37	42,758.48	44,896.41	47,141.23	49,498.29
26,000.00	27,300.00	28,665.00	30,098.25	31,603.16	33,183.32	34,842.49	36,584.61	38,413.84	40,334.53	42,351.26	44,468.82	46,692.26	49,026.88	51,478.22
27,000.00	28,350.00	29,767.50	31,255.88	32,818.67	34,459.60	36,182.58	37,991.71	39,891.30	41,885.86	43,980.15	46,179.16	48,488.12	50,912.53	53,458.15
28,000.00	29,400.00	30,870.00	32,413.50	34,034.18	35,735.88	37,522.68	39,398.81	41,368.75	43,437.19	45,609.05	47,889.50	50,283.98	52,798.18	55,438.08
29,000.00	30,450.00	31,972.50	33,571.13	35,249.68	37,012.17	38,862.77	40,805.91	42,846.21	44,988.52	47,237.94	49,599.84	52,079.83	54,683.83	57,418.02
30,000.00	31,500.00	33,075.00	34,728.75	36,465.19	38,288.45	40,202.87	42,213.01	44,323.66	46,539.85	48,866.84	51,310.18	53,875.69	56,569.47	59,397.95
31,000.00	32,550.00	34,177.50	35,886.38	37,680.69	39,564.73	41,542.96	43,620.11	45,801.12	48,091.17	50,495.73	53,020.52	55,671.55	58,455.12	61,377.88
32,000.00	33,600.00	35,280.00	37,044.00	38,896.20	40,841.01	42,883.06	45,027.21	47,278.57	49,642.50	52,124.63	54,730.86	57,467.40	60,340.77	63,357.81
33,000.00	34,650.00	36,382.50	38,201.63	40,111.71	42,117.29	44,223.16	46,434.31	48,756.03	51,193.83	53,753.52	56,441.20	59,263.26	62,226.42	65,337.74
34,000.00	35,700.00	37,485.00	39,359.25	41,327.21	43,393.57	45,563.25	47,841.41	50,233.49	52,745.16	55,382.42	58,151.54	61,059.12	64,112.07	67,317.67
35,000.00	36,750.00	38,587.50	40,516.88	42,542.72	44,669.85	46,903.35	49,248.51	51,710.94	54,296.49	57,011.31	59,861.88	62,854.97	65,997.72	69,297.61
36,000.00	37,800.00	39,690.00	41,674.50	43,758.23	45,946.14	48,243.44	50,655.62	53,188.40	55,847.82	58,640.21	61,572.22	64,650.83	67,883.37	71,277.54
37,000.00	38,850.00	40,792.50	42,832.13	44,973.73	47,222.42	49,583.54	52,062.72	54,665.85	57,399.14	60,269.10	63,282.56	66,446.68	69,769.02	73,257.47
38,000.00	39,900.00	41,895.00	43,989.75	46,189.24	48,498.70	50,923.63	53,469.82	56,143.31	58,950.47	61,998.00	64,992.90	68,242.54	71,654.67	75,237.40
39,000.00	40,950.00	42,997.50	45,147.38	47,404.74	49,774.98	52,263.73	54,876.92	57,620.76	60,501.80	63,526.89	66,703.23	70,038.40	73,540.32	77,217.33
40,000.00	42,000.00	44,100.00	46,305.00	48,620.25	51,051.26	53,603.83	56,284.02	59,098.22	62,053.13	65,155.79	68,413.57	71,834.25	75,425.97	79,197.26
41,000.00	43,050.00	45,202.50	47,462.63	49,835.76	52,327.54	54,943.92	57,691.12	60,575.67	63,604.46	66,784.68	70,123.91	73,630.11	77,311.61	81,177.20
42,000.00	44,100.00	46,305.00	48,620.25	51,051.26	53,603.83	56,284.02	59,098.22	62,053.13	65,155.79	68,413.57	71,834.25	75,425.97	79,197.26	83,157.13
43,000.00	45,150.00	47,407.50	49,777.88	52,266.77	54,880.11	57,624.11	60,505.32	63,530.58	66,707.11	70,042.47	73,544.59	77,221.82	81,082.91	85,137.06
44,000.00	46,200.00	48,510.00	50,935.50	53,482.28	56,156.39	58,964.21	61,912.42	65,008.04	68,258.44	71,671.36	75,254.93	79,017.68	82,968.56	87,116.99
45,000.00	47,250.00	49,612.50	52,093.13	54,697.78	57,432.67	60,304.30	63,319.52	66,485.49	69,809.77	73,300.26	76,965.27	80,813.53	84,854.21	89,096.92
46,000.00	48,300.00	50,715.00	53,250.75	55,913.29	58,708.95	61,644.40	64,726.62	67,962.95	71,361.10	74,929.15	78,675.61	82,609.39	86,739.86	91,076.85
47,000.00	49,350.00	51,817.50	54,408.38	57,128.79	59,985.23	62,984.50	66,133.72	69,440.41	72,912.43	76,558.05	80,385.95	84,405.25	88,625.51	93,056.79
48,000.00	50,400.00	52,920.00	55,566.00	58,344.30	61,261.52	64,324.59	67,540.82	70,917.86	74,463.75	78,186.94	82,096.29	86,201.10	90,511.16	95,036.72
49,000.00	51,450.00	54,022.50	56,723.63	59,559.81	62,537.80	65,664.69	68,947.92	72,395.32	76,015.08	79,815.84	83,806.63	87,996.96	92,396.81	97,016.65
50,000.00	52,500.00	55,125.00	57,881.25	60,775.31	63,814.08	67,004.78	70,355.02	73,872.77	77,566.41	81,444.73	85,516.97	89,792.82	94,282.46	98,996.58
51,000.00	53,550.00	56,227.50	59,038.88	61,990.82	65,090.36	68,344.88	71,762.12	75,350.23	79,117.74	83,073.63	87,227.31	91,588.67	96,168.11	100,976.51
52,000.00	54,600.00	57,330.00	60,196.50	63,206.33	66,366.64	69,684.97	73,169.22	76,827.68	80,669.07	84,702.52	88,937.65	93,384.53	98,053.76	102,956.44
53,000.00	55,650.00	58,432.50	61,354.13	64,421.83	67,642.92	71,025.07	74,576.32	78,305.14	82,220.40	86,331.42	90,647.99	95,180.39	99,939.40	104,936.37
54,000.00	56,700.00	59,535.00	62,511.75	65,637.34	68,919.20	72,365.16	75,983.42	79,782.59	83,771.72	87,960.31	92,358.33	96,976.24	101,825.05	106,916.31
55,000.00	57,750.00	60,637.50	63,669.38	66,852.84	70,195.49	73,705.26	77,390.52	81,260.05	85,323.05	89,589.20	94,068.66	98,772.10	103,710.70	108,896.24
56,000.00	58,800.00	61,740.00	64,827.00	68,068.35	71,471.77	75,045.36	78,797.62	82,737.50	86,874.38	91,218.10	95,779.00	100,567.95	105,596.35	110,876.17
57,000.00	59,850.00	62,842.50	65,984.63	69,283.86	72,748.05	76,385.45	80,204.72	84,214.96	88,425.71	92,846.99	97,489.34	102,363.81	107,482.00	112,856.10
58,000.00	60,900.00	63,945.00	67,142.25	70,499.36	74,004.33	77,725.55	81,611.82	85,692.42	89,977.04	94,475.89	99,199.68	104,159.67	109,367.65	114,836.03
59,000.00	61,950.00	65,047.50	68,299.88	71,714.87	75,020.61	79,065.64	83,018.92	87,169.87	91,528.36	96,104.78	100,910.02	105,955.52	111,253.30	116,815.96
60,000.00	63,000.00	66,150.00	69,457.50	72,930.38	76,576.89	80,405.74	84,426.03	88,647.33	93,079.69	97,733.68	102,620.36	107,751.38	113,138.95	118,795.90
61,000.00	64,050.00	67,252.50	70,615.13	74,145.88	77,853.18	81,745.83	85,833.13	90,124.78	94,631.02	99,362.57	104,330.70	109,547.24	115,024.60	120,775.83
62,000.00	65,100.00	68,355.00	71,772.75	75,361.39	79,129.46	83,085.93	87,240.23	91,602.24	96,182.35	100,991.47	106,041.04	111,343.09	116,910.25	122,755.76
63,000.00	66,150.00	69,457.50	72,930.38	76,576.89	80,405.74	84,426.03	88,647.33	93,079.69	97,733.68	102,620.36	107,751.38	113,138.95	118,795.90	124,735.69
64,000.00	67,200.00	70,560.00	74,088.00	77,792.40	81,682.02	85,766.12	90,054.43	94,557.15	99,285.01	104,249.26	109,461.72	114,934.80	120,681.55	126,715.62
65,000.00	68,250.00	71,662.50	75,245.63	79,007.91	82,958.30	87,106.22	91,461.53	96,034.60	100,836.33	105,878.15	111,172.06	116,730.66	122,567.19	128,695.55
66,000.00	69,300.00	72,765.00	76,403.25	80,223.41	84,234.58	88,446.31	92,868.63	97,512.06	102,387.66	107,507.05	112,882.40	118,526.52	124,452.84	130,675.49

DRAFT SALARY SCHEDULE FOR ADMINISTRATIVE STAFF

67,000.00	70,350.00	73,867.50	77,560.88	81,438.92	85,510.86	89,786.41	94,275.73	98,989.51	103,938.99	109,135.94	114,592.74	120,322.37	126,338.49	132,655.42
68,000.00	71,400.00	74,970.00	78,718.50	82,654.43	86,787.15	91,126.50	95,682.83	100,466.97	105,490.32	110,764.83	116,303.08	122,118.23	128,224.14	134,635.35
69,000.00	72,450.00	76,072.50	79,876.13	83,889.93	88,063.43	92,466.60	97,089.93	101,944.43	107,041.65	112,393.73	118,013.42	123,914.09	130,109.79	136,615.28
70,000.00	73,500.00	77,175.00	81,033.75	85,085.44	89,339.71	93,806.69	98,497.03	103,421.88	108,592.98	114,022.62	119,723.76	125,709.94	131,995.44	138,595.21
71,000.00	74,550.00	78,277.50	82,191.38	86,300.94	90,615.99	95,146.79	99,904.13	104,899.34	110,144.30	115,651.52	121,434.09	127,505.80	133,881.09	140,575.14
72,000.00	75,600.00	79,380.00	83,349.00	87,516.45	91,892.27	96,486.89	101,311.23	106,376.79	111,695.63	117,280.41	123,144.43	129,301.66	135,766.74	142,555.08
73,000.00	76,650.00	80,482.50	84,506.63	88,731.96	93,168.55	97,826.98	102,718.33	107,854.25	113,246.96	118,909.31	124,854.77	131,097.51	137,652.39	144,535.01
74,000.00	77,700.00	81,585.00	85,664.25	89,947.46	94,444.84	99,167.08	104,125.43	109,331.70	114,798.29	120,538.20	126,565.11	132,893.37	139,538.04	146,514.94
75,000.00	78,750.00	82,687.50	86,821.88	91,162.97	95,721.12	100,507.17	105,532.53	110,809.16	116,349.62	122,167.10	128,275.45	134,689.22	141,423.69	148,494.87
76,000.00	79,800.00	83,790.00	87,979.50	92,378.48	96,997.40	101,847.27	106,939.63	112,286.61	117,900.94	123,795.99	129,985.79	136,485.08	143,309.33	150,474.80
77,000.00	80,850.00	84,892.50	89,137.13	93,593.98	98,273.68	103,187.36	108,346.73	113,764.07	119,452.27	125,424.89	131,696.13	138,280.94	145,194.98	152,454.73
78,000.00	81,900.00	85,995.00	90,294.75	94,809.49	99,549.96	104,527.46	109,753.83	115,241.52	121,003.60	127,053.78	133,406.47	140,076.79	147,080.63	154,434.66
79,000.00	82,950.00	87,097.50	91,452.38	96,024.99	100,826.24	105,867.56	111,160.93	116,718.98	122,554.93	128,682.68	135,116.81	141,872.65	148,966.28	156,414.60
80,000.00	84,000.00	88,200.00	92,610.00	97,240.50	102,102.53	107,207.65	112,568.03	118,196.44	124,106.26	130,311.57	136,827.15	143,668.51	150,851.93	158,394.53
81,000.00	85,050.00	89,302.50	93,767.63	98,456.01	103,378.81	108,547.75	113,975.13	119,673.89	125,657.59	131,940.46	138,537.49	145,464.36	152,737.58	160,374.46
82,000.00	86,100.00	90,405.00	94,925.25	99,671.51	104,655.09	109,887.84	115,382.23	121,151.35	127,208.91	133,569.36	140,247.83	147,260.22	154,623.23	162,354.39
83,000.00	87,150.00	91,507.50	96,082.88	100,857.02	105,931.37	111,227.94	116,789.34	122,628.80	128,760.24	135,198.25	141,958.17	149,056.08	156,508.88	164,334.32
84,000.00	88,200.00	92,610.00	97,240.50	102,102.53	107,207.65	112,568.03	118,196.44	124,106.26	130,311.57	136,827.15	143,668.51	150,851.93	158,394.53	166,314.25
85,000.00	89,250.00	93,712.50	98,398.13	103,318.03	108,483.93	113,908.13	119,603.54	125,583.71	131,862.90	138,456.04	145,378.85	152,647.79	160,280.18	168,294.19
86,000.00	90,300.00	94,815.00	99,555.75	104,533.54	109,760.21	115,248.23	121,010.64	127,061.17	133,414.23	140,084.94	147,089.18	154,443.64	162,165.83	170,274.12
87,000.00	91,350.00	95,917.50	100,713.38	105,749.04	111,036.50	116,588.32	122,417.74	128,538.62	134,965.55	141,713.83	148,799.52	156,239.50	164,051.48	172,254.05
88,000.00	92,400.00	97,020.00	101,871.00	106,964.55	112,312.78	117,928.42	123,824.84	130,016.08	136,516.88	143,342.73	150,509.86	158,035.36	165,937.12	174,233.98
89,000.00	93,450.00	98,122.50	103,028.63	108,180.06	113,589.06	119,268.51	125,231.94	131,493.53	138,068.21	144,971.62	152,220.20	159,831.21	167,822.77	176,213.91
90,000.00	94,500.00	99,225.00	104,186.25	109,395.56	114,865.34	120,608.61	126,639.04	132,970.99	139,619.54	146,600.52	153,930.54	161,627.07	169,708.42	178,193.84

New Mexico Grade K Reading/Language Arts Standards Compared to K <sup>12</sup> Grade K Language Arts and Phonics				
Strand	Benchmarks and Performance Standards	Coverage	K <sup>12</sup> grade, unit, lesson	Comments
	<b>K-4 Benchmark I-A: Listen to, read, react to, and retell information</b>			
	1. Retell, reenact, or dramatize stories or parts of stories, including personal events.	Full	Embedded throughout, for example: LA K.1.13 LA K.2.9 LA K.2.12	
	2. Demonstrate sense of story (e.g., beginning, middle, end, characters, details).	Full	Embedded throughout, for example: LA K.1.2 LA K.8.4 LA K.10.8 LA K.10.9	
	3. Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactments of familiar stories).	Full	Embedded throughout, for example: LA K.1.7 LA K.2.8 LA K.4.1 LA K.4.14	
	4. Role-play and act out stories (e.g., fairy tales, songs, rhymes).	Full	Embedded throughout, for example: LA K.2.9 LA K.6.9 LA K.8.5	
	5. Follow simple oral instructions.	Full	Embedded throughout, for example: LA K.1.4 LA K.4.2 LA K.6.9 PHONICS K.1.3	
	<b>K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum</b>			
	1. Demonstrate familiarity with a variety of types of resources (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactment of familiar stories, electronic resources).	Full	Embedded throughout, for example: LA K.1.7 LA K.2.8 LA K.4.1 LA K.4.14 LA K.7.6	
	2. Generate questions of interest about a topic.	Full	Embedded throughout, for example: LA K.2.3 LA K.10.11 LA K.11.8	
	<b>K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information</b>			

<p><b>Reading and Listening for Comprehension Content</b></p> <p><b>Standard I:</b></p> <p><b>Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b></p>	1. Understand oral and graphic instructions.	Full	Embedded throughout, for example: LA K.1.4 LA K.3.14 LA K.6.9	
	2. Create mental pictures to predict possible events in text before and during reading.	Full	Embedded throughout, for example: LA K.3.5 LA K.5.1 LA K.10.14	
	3. Compare different versions of the same story.	Full	LA K.1.1 LA K.2.1 LA K.7.5	
	4. Relate experiences and observations.	Full	Embedded throughout, for example: LA K.2.10 LA K.5.2 LA K.10.10	
	5. Formulate questions before beginning to read or listen (e.g., What will happen in this story? Where do you think this happens? Who might this be?).	Full	Embedded throughout, for example: LA K.6.4 LA K.8.8 LA K.11.1	
	6. Sequence a story to describe the beginning, middle, and end.	Full	Embedded throughout, for example: LA K.10.8 LA K.10.9 LA K.12.3 LA K.12.4	
	7. Differentiate between non-fiction and fiction stories.	Partial	LA 1.8.5	Fictional stories are embedded, throughout; however, the teacher will supplement the curriculum to define <i>fiction</i> .
	<b>K-4 Benchmark I-D: Acquire reading strategies</b>			
	1. Demonstrate phonemic awareness and knowledge of alphabetic principles by: <ul style="list-style-type: none"> <li>· Demonstrating understanding that spoken language is a sequence of identifiable speech sounds</li> <li>· Demonstrating understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word</li> <li>· Demonstrating understanding the sounds of letters and the understanding that words contain similar sounds</li> </ul>	Full	Embedded throughout, for example: PHONICS K.1.1 PHONICS K.17.2 PHONICS K.18.1	
	2. Demonstrate decoding and word recognition strategies and skills by: <ul style="list-style-type: none"> <li>· Recognizing and naming upper and lower case letters of the alphabet</li> <li>· Recognizing common words and signs by sight</li> <li>· Recognizing beginning consonant letter-sound associations in one-syllable words</li> </ul>	Full	Embedded throughout, for example: PHONICS K.8.2 PHONICS K.11.1 PHONICS K.18.3	
	3. Read or attempt to read own dictated story.	Full	LA K.4.11	

	4. Attempt to read simple patterned text, and predict texts using letter-sound knowledge and pictures to construct meaning.	Full	Embedded throughout, for example: PHONICS K.18.1-K.18.5 PHONICS K.26.1-K.26.5 LA K.6.14	
	5. Use appropriate nouns to name objects.	Full	Embedded throughout, for example: LA K.4.9 LA K.5.14 LA K.8.4	
	<b>K-4 Benchmark II-A: Demonstrate competence in speaking to convey information</b>			
	1. Retell, reenact, or dramatize stories or parts of stories, including personal events.	Full	Embedded throughout, for example: LA K.2.12 LA K.5.2 LA K.12.3	
	2. Use correct words to name objects or tell actions.	Full	Embedded throughout, for example: LA K.1.7 LA K.8.3 LA K.10.13	
	3. Use speaking skills to connect experiences by: <ul style="list-style-type: none"> <li>· listening to and retelling stories</li> <li>· discussing and dramatizing stories</li> <li>· discovering relationships</li> <li>· taking turns, expressing ideas, and asking questions</li> </ul>	Full	Embedded throughout, for example: LA K.2.12 LA K.4.9 LA K.9.1 LA K.9.5 LA K.10.11 LA K.11.8	
	4. Use a variety of sentence patterns.	Full	Embedded throughout, for example: LA K.4.11 LA K.7.7 LA K.9.4	
	5. Ask questions to resolve confusion about a topic.	Full	Embedded throughout, for example: LA K.2.3 LA K.10.11 LA K.11.8	
	6. Clarify and sort words by general categories.	Full	Embedded throughout, for example: LA K.3.12 LA K.4.4 LA K.7.8	
	<b>K-4 Benchmarks II-B: Apply grammatical and language conventions to communicate</b>			
.....	1. Locate the title, table of contents, name of author, and illustrator of a text.	Full	Embedded throughout, for example: LA K.2.1 LA K.5.1 LA 1.4.11	

**Writing and Speaking for Expression Content Standard II: Students will communicate effectively through speaking and writing.**

2. Use pictures and context to make predictions about story content.	Full	Embedded throughout, for example: LA K.4.4 LA K.5.1 LA K.10.11	
3. Connect information and events in a text to make predictions.	Full	Embedded throughout, for example: LA K.3.5 LA K.6.14 LA K.10.14	
4. Ask and answer questions about essential elements in a text.	Full	Embedded throughout, for example: LA K.1.6 LA K.1.9 LA K.8.2	
5. Recognize and make complete, coherent sentences when speaking.	Full	Embedded throughout, for example: LA K.2.10 LA K.3.1 LA K.5.2	
6. Share information and ideas using complete sentences.	Full	Embedded throughout, for example: LA K.2.10 LA K.5.2 LA 1.6.4	
7. Develop spelling strategies and skills by: · representing spoken language with emergent and/or conventional spelling · writing most letters of the alphabet · analyzing sounds in a word and writing dominant consonant letters	Full	PHONICS K.9.1-K.9.5 LA K.5.2 LA K.5.7	
8. Identify and use capital letters to write the word "I" and the first letter in own name.	Full	Embedded throughout, for example: PHONICS K.6.1 PHONICS K.8.2 PHONICS K.8.4	
<b>K-4 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process</b>			
1. Develop writing strategies and skills by: · representing spoken language with temporary or conventional spelling · writing most letters of the alphabet when they are dictated · analyzing sounds in a word and writing dominant consonant letters · using phonemic awareness and letter recognition to spell independently (standard or emergent spelling)	Full	Embedded throughout, for example: See <i>Handwriting Without Tears</i> activities PHONICS K.9.1-K.9.5 LA K.5.2 LA K.5.7	
2. Dictate a story based on one's own experience with a beginning, middle, and an end.	Full	LA K.8.5 LA K.11.4	
3. Write to express own meaning.	Full	Embedded throughout, for example: LA K.4.11 LA K.7.13 LA K.12.6	



<p>Literature and Media Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.</p>	4. Write own name and names of others	Full	See <i>Handwriting Without Tears</i> activities	
	<b>K-4 Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</b>			
	1. Listen and respond to stories based on familiar themes and plots.	Full	Embedded throughout, for example: LA K.2.13 LA K.5.9 LA K.10.7	
	2. Relate characters and events to their own life experiences.	Full	Embedded throughout, for example: LA K.2.10 LA K.6.11 LA K.7.3	
	3. Demonstrate familiarity with stories and activities related to various ethnic groups and countries.	Full	LA K.1.1 LA K.5.6 LA K.11.1	
	<b>K-4 Benchmarks III-B: Identify and use the types of literature according to their purpose and function</b>			
	1. Demonstrate familiarity with the types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, re-enactment of familiar stories).	Full	Embedded throughout, for example: LA K.1.7 LA K.4.1 LA K.4.14 LA K.8.5	
	2. Demonstrate understanding of plots of different types of stories (e.g., songs, rhymes, fairy tales).	Full	Embedded throughout, for example: LA K.2.8 LA K.4.13 LA K.8.5	
	3. Identify characters, setting, and important events.	Full	Embedded throughout, for example: LA K.6.1 LA K.1.2	

New Mexico Grade 1 Reading/Language Arts Standards Compared to K <sup>12</sup> Grade 1 Language Arts and Phonics				
Strand	Benchmarks and Performance Standards	Coverage	K <sup>12</sup> grade, unit, lesson	Comments
	<b>K-4 Benchmark I-A: Listen to, read, react to, and retell information</b>			
	1. Listen to and retell short stories.	Full	Embedded throughout, for example: LA 1.5.6 LA 1.6.14 LA 1.7.2	
	2. Recognize repetition and predict repeated phrases.	Full	LA 1.6.1 LA 1.7.14	
	3. Respond and elaborate in answering Who, What, When, Where, and How questions.	Full	Embedded throughout, for example: LA 1.7.14 LA 1.8.8 LA 1.9.2	
	4. Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts.	Full	Embedded throughout, for example: LA 1.6.15 LA 1.8.5 LA 1.9.1	
	5. Self-monitor comprehension by using questions, retelling, and summarizing.	Full	LA 1.7.2 LA 1.7.14 2.1.3	
	6. Follow simple written and oral instructions.	Full	PHONICS K.1.1-K.1.5 LA K.1.4	
Reading and Listening for Comprehension Content Standard I: Students will apply strategies	7. Increase vocabulary through reading, listening, and interacting.	Full	Embedded throughout, for example: LA 1.2.10 LA 1.3.1 LA 1.3.14	
	<b>K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum</b>			
	1. Demonstrate familiarity with a variety of resources (e.g., story books, short chapter books, poems, newspapers, compact discs, software, telephone books, everyday print, skits, short plays).	Full	Embedded throughout, for example: LA 1.1.1 LA 1.2.7 LA 1.8.1 LA 1.8.5 LA 1.8.12	
	<b>K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information</b>			
	1. Associate target words with prior knowledge and explore an author's choice of words.	Full	Embedded throughout, for example: LA 1.1.11 LA 1.7.8 LA 1.10.1	

and skills to comprehend information that is read, heard, and viewed.	2. Predict and explain what will happen next in a story.	Full	Embedded throughout, for example: LA 1.1.6 LA 1.2.13 LA 1.9.5	
	3. Demonstrate familiarity with a variety of texts (e.g., storybooks, short chapter books, poems, newspapers, telephone books, everyday print, skits and short plays).	Full	Embedded throughout, for example: LA 1.1.1 LA 1.2.7 LA 1.8.1 LA 1.8.12	
	4. Describe differences and similarities between different stories (i.e., characters, plot, setting).	Full	LA 1.6.15 LA 1.8.4	
	<b>K-4 Benchmark I-D: Acquire reading strategies</b>			
	1. Develop phonemic awareness and knowledge of alphabetic principles by: · Blending the phonemes of one-syllable words · Segmenting the phonemes of one-syllable words · Changing the beginning, middle, and ending sounds to produce new words	Full	PHONICS K.5.1-K.5.5 PHONICS 1.1.1-1.1.5	
	2. Demonstrate decoding and word recognition strategies and skills by: · Using phonics knowledge and sound-letter relationships to decode regular one-syllable words · Recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two, where, said, have)	Full	Embedded throughout, for example: PHONICS 1.2.1 PHONICS 1.4.1 PHONICS 1.10.1	
	3. Read aloud with fluency and comprehension grade-level text.	Full	Embedded throughout, for example: PHONICS 1.6.1 PHONICS 1.10.2 PHONICS 1.14.3  See <i>PhonicsWorks Readers</i>	
	4. Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.	Full	Embedded throughout, for example: LA 1.8.12 LA 1.2.1 PHONICS 1.10.3	
	5. Increase vocabulary through reading, listening, and interacting.	Full	Embedded throughout, for example: LA 1.8.5 LA 1.2.6 LA 1.6.6	
	<b>K-4 Benchmark II-A: Demonstrate competence in speaking to convey information</b>			
	1. Read aloud with fluency and comprehension grade-level text.	Full	Embedded throughout, for example: PHONICS 1.6.1 PHONICS 1.10.2 PHONICS 1.14.3  See <i>PhonicsWorks Readers</i>	

Writing and Speaking for Expression Content Standard II: Students will communicate effectively through speaking and writing.	2. Engage in discussions resulting in written products.	Full	Embedded throughout, for example: LA 1.4.4 LA 1.4.9 LA 1.5.12	
	3. Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas).	Full	LA 1.1.12 LA 1.2.6 LA 1.7.1	
	<b>K-4 Benchmarks II-B: Apply grammatical and language conventions to communicate</b>			
	1. Confirm predictions about what will happen next in a text by identifying key words.	Full	Embedded throughout, for example: LA 1.4.6 LA 1.9.1 LA 1.11.2	
	2. Use context to resolve ambiguities about word and sentence meaning.	Full	LA 1.8.12	
	3. Relate prior knowledge to textual information.	Full	LA 1.10.5 LA 1.10.14	
	4. Use phonetic knowledge and basic patterns to spell correctly three- and four-letter words.	Full	Embedded throughout, for example: PHONICS 1.2.2 PHONICS 1.6.1 PHONICS 1.10.3	
	5. Apply phonics to write independently, using emergent and/or conventional spelling.	Full	Embedded throughout, for example: LA 1.10.5 PHONICS 1.29.1 PHONICS 1.33.4	
	6. Write all upper and lower case letters of the alphabet using correct letter formation.	Full	Embedded throughout the Handwriting Without Tears program	
	7. Use complete sentences to write simple text.	Full	Embedded throughout, for example: LA 1.5.12 LA 1.10.5 PHONICS 1.33.4	
	8. Use basic capitalization and punctuation for: · first word in a sentence · proper names · period to end declarative sentence · question mark to end interrogative sentence	Full	Embedded throughout, for example: LA 1.1.13 LA 1.1.14 LA 1.2.2 LA 1.2.13	
	9. Self-monitor composition by using re-reading and peer conferences.	Partial	LA 1.10.1 LA 1.11.4	The teacher will host online synchronous sessions to allow students to peer conference
	<b>K-4 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process</b>			
	1. Write by using an author's model of language and extending the model (e.g., writing different endings for the story, composing an innovation of a poem).	Full	LA 1.5.11 LA 1.10.14 LA 1.11.1	

	2. Compose a variety of products (e.g., short stories, letters, simple poems, descriptions, journal entries).	Full	Embedded, for example: LA 1.3.4 LA 1.3.6 LA 1.4.4 LA 1.5.9 LA 1.5.14	
	3. Write descriptions of familiar persons, places, or objects.	Full	LA 1.5.12 LA 1.10.5	
	4. Compose fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, re-reading for meaning, and some self-correction).	Full	LA 1.5.12 LA 1.10.5	
	5. Begin to utilize conventional spelling.	Full	Embedded throughout, for example: LA 1.10.5 PHONICS 1.29.1 PHONICS 1.33.4	
	<b>K-4 Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</b>			
Literature and Media Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.	1. Increase vocabulary and understand expressions found in appropriate literary works.	Full	Embedded, for example: LA 1.8.5 LA 1.2.6 LA 1.6.6	
	2. Identify the characters and simple story lines from selected myths and stories from around the world.	Full	Embedded, for example: LA 1.1.1 LA 1.4.7 LA 1.8.5	
	3. Describe events related to other nations and/or cultures (e.g., writing, drama, constructions, drawing).	Full	Embedded, for example: LA 1.1.1 LA 1.4.7 LA 1.8.5	
	<b>K-4 Benchmarks III-B: Identify and use the types of literature according to their purpose and function</b>			
	1. Identify elements of plot and setting in a story.	Full	Embedded, for example: LA 1.3.7 LA 1.6.7 LA 1.9.9	
	2. Demonstrate understanding (e.g., act out, draw, write, talk) of sequence and characterization in a story.	Full	Embedded, for example: LA 1.1.14 LA 1.8.10 LA 1.10.3	

New Mexico Grade 2 Reading/Language Arts Standards Compared to K <sup>12</sup> Grade 2 Language Arts and Phonics				
Strand	Benchmarks and Performance Standards	Coverage	K <sup>12</sup> grade, unit, lesson	Comments
Reading and Listening for Comprehension Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	<b>K-4 Benchmark I-A: Listen to, read, react to, and retell information</b>			
	1. Independently recall facts and details in text.	Full	Embedded throughout, for example: 2.1.3 2.5.5 2.5.12	
	2. Increase vocabulary through reading, listening, and interacting.	Full	Embedded throughout, for example: 2.1.3 2.1.5 2.5.12	
	<b>K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum</b>			
	1. Identify and use appropriate sources of information to accomplish a specific learning task.	Full	2.9.9 COMP 3.3.2	
	2. Use print and electronic resources to access information (e.g., images, sound, text, video).	Full	2.5.4 2.7.6	
	3. Select an appropriate format to locate, gather, access, record, organize, and present information.	Full	2.1.9 2.3.8 2.5.4 2.9.9	
	<b>K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information</b>			
	1. Pose possible How, Why, and What If questions to understand and/or interpret texts.	Partial	Embedded throughout, for example: 2.6.1 2.6.4	How, Why, and What If questions are posed to the student throughout; the teacher will supplement the curriculum to include the concept of the student posing his/her own questions
	2. Recognize own difficulty in comprehending text.	Full	Embedded throughout, for example: 2.3.13 2.5.12 2.6.3	
	3. Discuss similarities and differences in events and characters across stories.	Full	2.1.4 2.3.15	
	4. Interpret information from diagrams, charts, and graphs.	Full	LA 1.2.5 2.1.4 2.8.3	
	<b>K-4 Benchmark I-D: Acquire reading strategies</b>			
	1. Decode unknown words using basic elements of phonetic analysis (e.g., common letter-sound relationships) and structural analysis (e.g., syllables, suffixes, prefixes, root words).	Full	Embedded throughout, for example: 2.1.2 2.6.13 2.8.7 2.9.2	

2. Read most high-frequency and irregularly spelled words.	Full	Embedded throughout, for example: 2.2.1 2.4.2 2.8.9	
3. Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.	Full	Embedded throughout, for example: 2.3.8 2.5.1 2.8.8	
4. Apply knowledge of all sources of information (e.g., meaning, language, graphophonics) to read new text independently.	Full	PHONICS 1.1.1 PHONICS 1.5.2 2.5.14	
5. Read aloud with fluency and comprehension grade-level text.	Full	Embedded throughout, for example: 2.1.9 2.5.5	
6. Increase vocabulary through reading, listening, and interacting.	Full	2.1.1 2.5.9 2.7.4	
1. Recognize and express difficulty in comprehending text.	Full	2.5.12 2.9.5 2.10.3	
<b>K-4 Benchmark II-A: Demonstrate competence in speaking to convey information</b>			
1. Increase vocabulary by listening and discussing responses to literature that is read and heard.	Full	Embedded throughout, for example: 2.3.3 2.5.6 2.8.6	
2. Explain and describe new concepts and information in own words.	Full	2.9.5 2.1.3 2.1.13	
3. Use oral communication to identify, organize, and analyze information.	Full	Embedded throughout, for example: 2.1.8 2.1.10 2.3.9	
4. Respond appropriately when participating in discussions by adapting language and non-verbal behaviors to the situation.	Full	2.3.3 2.5.7 2.9.6	
5. Identify and select an appropriate method to communicate, relevant to the audience and purpose.	Full	2.2.3 2.8.3 2.11.3	
6. Read aloud with fluency and comprehension grade-level text.	Full	Embedded throughout, for example: 2.3.2 2.5.13 2.11.2	
<b>K-4 Benchmarks II-B: Apply grammatical and language conventions to communicate</b>			

<b>Writing and Speaking for Expression</b> <b>Content Standard II:</b> <b>Students will communicate effectively through speaking and writing.</b>	1. Write compositions that show proper use of pronouns, adjectives, adverbial forms, and coordinating conjunctions.	Partial	2.1.10 2.1.11 2.7.1 2.7.6	The teacher will supplement the curriculum to include conjunctions.
	2. Spell correctly using: · previously studied words · spelling patterns · analysis of sounds	Full	Embedded throughout, for example: 2.1.4 2.1.7 2.1.11	
	3. Identify format and mechanics in own writing.	Full	2.9.9 2.6.11 2.11.2	
	4. Use capitalization, punctuation, and paragraphs in own writing.	Full	Embedded throughout, for example: 2.1.3 2.5.3 2.6.11	
	5. Use subject, predicate, and modifiers in sentences.	Full	2.1.6 2.5.8	
	6. Use editing to check and confirm correct use of conventions for complete sentences, correct word order in sentences and punctuation.	Full	Embedded throughout, for example: 2.1.3 2.2.6 2.3.13	
	7. Use letter formation, lines, and spaces to create readable documents.	Full	2.8.3 2.9.9 2.6.11 2.11.2	
	8. Use plural forms of commonly used nouns and common age-appropriate contractions.	Full	2.1.11 2.11.8 2.11.13	
	9. Use titles, tables, index, and chapter headings to locate information in expository text.	Full	2.3.13 2.9.2 2.9.3 LIT 3.9.3	
	10. Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	Full	Embedded throughout, for example: 2.1.10 2.1.14 2.2.8	
<b>K-4 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process</b>				
	1. Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories/experiences).	Full	2.1.8 2.5.3	
	2. Compose first drafts using the writing process and revise to clarify and refine (improve sequence, provide more descriptive detail, add variety of sentence types).	Full	2.2.7 2.5.4	



<p><b>Literature and Media Content</b></p> <p><b>Standard III:</b></p> <p><b>Students will use literature and media to develop an understanding of people, societies, and the self.</b></p>	3. Write structured, informative presentations and narratives when given help with organization.	Full	Embedded throughout, for example: 2.5.3 2.11.2 2.9.9	
	4. Begin to assist others to edit writing.	None		The teacher will host online synchronous sessions to allow students to work together to assist each other in editing their writing.
	5. Produce a variety of types of composition (e.g., stories, reports, correspondence) using media and technology to enhance the presentation/narrative for an audience for a specific purpose.	Full	2.2.7 2.5.3 2.8.3	
	<b>K-4 Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</b>			
	1. Identify characteristics common to members of various world cultures (e.g., language, dress, food, traditions, homes) as found in literary works.	Full	2.2.10 2.2.13	
	2. Increase vocabulary by listening to, reading, and responding to literary works.	Full	Embedded throughout, for example: 2.1.3 2.1.5 2.5.12	
	3. Identify cultural characteristics in literature and media.	Full	LA 1.3.5 2.3.12 2.11.2	
	4. Demonstrate how similar themes are represented by different versions of stories from many cultures.	Different level	LIT 4.2.7	Teachers will supplement K12 lessons to include content which covers this standard.
	<b>K-4 Benchmarks III-B: Identify and use the types of literature according to their purpose and function</b>			
	1. Identify differences between poetry and expository writing.	Full	2.9.9 2.5.3	
	2. Compare and contrast plots, settings, and characters presented by different authors.	Full	2.1.4 2.5.6 LIT 3.8.6	
	3. Identify the use of rhythm, rhyme, and alliteration in writing.	Full	2.1.3 2.7.7 2.9.6	
	4. Take part in creative responses to dramatizations, oral presentations, and fantasy plays.	Full	Embedded throughout, for example: 2.1.8 2.2.10 2.5.4	

New Mexico Grade 3 Reading/Language Arts Standards Compared to K <sup>12</sup> Grade 3 Language Arts				
Strand	Benchmarks and Performance Standards	Coverage	K <sup>12</sup> grade, unit, lesson	Comments
Reading and Listening for Comprehension  Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	<b>K-4 Benchmark I-A: Listen to, read, react to, and retell information</b> 1. Interact with text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none"> <li>· setting a purpose</li> <li>· previewing the text</li> <li>· making predictions</li> <li>· asking questions</li> <li>· locating information for a specific purpose</li> <li>· making connections</li> <li>· using story structure and text organization to comprehend</li> </ul>	Full	Embedded throughout, for example: LIT 3.1.1 LIT 3.6.2 LIT 3.12.8 LIT 3.18.1 LIT 3.19.4 2.9.8	
	2. Summarize main idea(s) from written or spoken text succinctly.	Full	Embedded throughout, for example: LIT 3.10.4-3.10.6 LIT 3.12.5 LIT 3.19.2	
	3. Employ active listening skills.	Full	Embedded throughout, for example: LIT 3.3.1 LIT 3.7.1 LIT 3.8.6	
	4. Increase vocabulary through reading, listening, and interacting.	Full	Embedded throughout, for example: VOC 3.1.1-3.1.5 LIT 3.11.1 LIT 3.16.1	
	<b>K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum</b>			
Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	1. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, discover and extend meaning of words.	Full	GUM 3.8.4-3.8.6 COM 3.3.2 LIT 3.18.1	
	2. Use encyclopedias, dictionaries, and electronic resources to gather information.	Full	COM 3.3.2 GUM 3.8.2 GUM 3.8.4-3.8.6	
	<b>K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information</b>			
	1. Draw conclusions, make generalizations, gather support by referencing the text.	Full	LIT 3.6.4-3.6.7 LIT 3.12.8	
	2. Explain choice of reading materials congruent with purpose (e.g., solving problems, making decisions).	Full	LIT 3.19.4 LIT 3.19.5	
<b>K-4 Benchmark I-D: Acquire reading strategies</b>	1. Apply phonics and structural analysis to decode words (e.g., less common vowel patterns, syllable breaks).	Full	2.1.2 2.1.7	
	2. Apply context clues to decode unknown words.	Full	2.5.14 LIT 3.13.6	
	3. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, and discover and extend meaning of words.	Full	LA 1.8.3 GUM 3.8.4-3.8.6 LIT 3.18.1	

	4. Use a variety of strategies to comprehend text (e.g., re-read, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).	Full	Embedded throughout, for example: LIT 3.7.2 LIT 3.12.5 LIT 3.13.2	
	5. Read aloud with fluency and comprehension grade-level text.	Full	LIT 3.2.1-3.2.3 LIT 3.7.1-3.7.3	
	6. Increase vocabulary through reading, listening, and interacting.	Full	Embedded throughout, for example: LIT 3.18.1 VOC 3.3.2 VOC 3.7.4	
	<b>K-4 Benchmark II-A: Demonstrate competence in speaking to convey information</b>			
	1. Present information in a logical manner with a clear main point.	Full	COM 3.3.9 COM 3.5.6 COM 3.7.7	
	2. Sustain conversation on a topic.	Full	Embedded throughout, for example: LIT 3.3.2 LIT 3.8.4 LIT 3.10.5  See discussion section in Teacher's Guide	
	3. Answer open-ended questions.	Full	Embedded throughout, for example: LIT 3.7.2 LIT 3.12.5 LIT 3.16.6	
	4. Explain own learning.	Full	Embedded throughout, for example: COM 3.3.9 LIT 3.3.5 LIT 3.12.8	
	5. Read aloud with fluency and comprehension grade-level text.	Full	LIT 3.2.1-3.2.3 LIT 3.7.1-3.7.3	
	<b>K-4 Benchmarks II-B: Apply grammatical and language conventions to communicate</b>			
	1. Use correct subject/verb agreement.	Full	GUM 3.1.3 GUM 3.3.1-3.3.7	
	2. Use correct capitalization and punctuation.	Full	Embedded throughout, for example: GUM 3.1.1-3.1.5 GUM 3.11.3 GUM 3.12.1-3.12.4	
	3. Use a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.	Full	GUM 3.1.2	

<b>Writing and Speaking for Expression</b> <b>Standard II:</b> <b>Students will communicate effectively through speaking and writing.</b>	4. Compose two or more paragraphs with: · topic sentences · supporting details · appropriate, logical sequence · sufficient elaboration	Full	Embedded throughout, for example: GUM 3.7.8 COM 3.1.2 COM 3.1.5 COM 3.1.6	
	5. Use strategies for spelling (e.g., sound patterns, visual patterns, silent letters).	Full	Embedded throughout, for example: SPE 3.1.1-3.1.5 SPE 3.7.1-3.7.5 SPE 3.12.1-3.12.5	
	6. Proofread own writing for spelling and edit (with assistance) for language conventions and format.	Full	Embedded throughout, for example: COM 3.1.9 COM 3.3.9 COM 3.6.11	
	7. Create readable documents with legible handwriting.	Full	Embedded throughout, for example: COM 3.1.9 COM 3.3.9 COM 3.6.11	
	8. Write compositions that have few significant errors in: · use of pronouns · adjectives · adverbial forms · coordinating conjunctions	Full	Embedded throughout, for example: COM 3.1.9 COM 3.3.9 COM 3.6.11	
	9. Create and deliver recitations and presentations about familiar experiences or interests that are organized around a coherent statement.	Full	Embedded throughout, for example: COM 3.1.9 COM 3.4.6 COM 3.7.7	
	10. Demonstrate a command of standard English when speaking.	Full	COM 3.4.6 LIT 3.12.11 LIT 4.1.7	
	<b>K-4 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process</b>			
	1. Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.	Full	Embedded throughout, for example: COM 3.1.3 COM 3.3.5-3.3.7 COM 3.7.4	
	2. Compose a variety of fiction, non-fiction, poetry, and drama selections using self-selected topics and multimedia forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).	Full	Embedded throughout, for example: COM 3.1.1-3.1.9 COM 3.2.1-3.2.6 COM 3.3.1-3.3.9 COM 3.4.1-3.4.6 COM 3.5.1-3.5.6 COM 3.6.1-3.6.11 COM 3.7.1-3.7.7	

Literature and Media Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.	3. Suggest and implement reflection and revision (with assistance) on target elements by:	Full	COM 3.1.4 COM 3.1.5 COM 3.1.8	
	4. Begin to incorporate literary words and language patterns in writing (e.g., elaborate descriptions, use figurative wording).	Full	LIT 4.11.3 LIT 4.15.1 LIT 4.15.2	
	5. Combine information from multiple sources, using technology as a tool, in writing reports and stories.	Full	COM 3.3.2	
	6. Write stories and essays that show an awareness of an intended audience and purpose.	Full	COM 3.1.1 COM 3.2.1 COM 3.2.3	
	<b>K-4 Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</b>			
	1. Use language and media to make connections between own experiences and the experiences of others (e.g., local stories, stories about local culture and history).	Full	Embedded throughout, for example: LIT 3.8.1-3.8.8 LIT 3.9.1-3.9.9 LIT 3.12.1-3.12.12	
	2. Create and participate in responses to a variety of literature and media (e.g., dramatizations, presentations, fantasy plays).	Full	Embedded throughout, for example: LIT 3.10.5 LIT 3.15.3	
	3. Identify and discuss similarities and differences in events and characters across examples of literature and media.	Full	LIT 3.8.6 LIT 3.12.8-3.12-10 LIT 3.13.7 LIT 3.18.4	
	4. Make informed judgments about the purpose of media productions.	None		The teacher will supplement the curriculum to include the concept of making judgements about the purpose of media productions
	<b>K-4 Benchmarks III-B: Identify and use the types of literature according to their purpose and function</b>			
	1. Read and create a variety of text, including:	Full	COM 3.4.6 LIT 3.3.1-3.3.5 LIT 3 Novel LIT 3.6.2 LIT 3.2.3 LIT 3.18.5 COM 3.2.6 COM 3.3.2 LIT 3.8.3	
	2. Respond to fiction, non fiction, poetry, and drama using interpretive, critical, and evaluative processes by:	Full	LIT 5.9.6 COM 3 unit 1 LIT 3.4.7 LIT 3.12.11 LIT 3.12.8	LIT 5.9.6--compare genres COMP 3 unit 1--write about a topic based on personal experience LIT 3.4.7--point of view LIT 3.12.11--character awards (creative interpretations) LIT 3.12.8--inferences and conclusions
	· considering the differences among genres · relating plots, settings, and characters to own experiences and ideas · considering main character's point of view · participating in creative interpretations · making inferences and drawing conclusions about characters and events			

New Mexico Grade 4 Reading/Language Arts Standards Compared to K <sup>12</sup> Grade 4 Language Arts and Phonics				
Strand	Benchmarks and Performance Standards	Coverage	K <sup>12</sup> grade, unit, lesson	Comments
	<b>K-4 Benchmark I-A: Listen to, read, react to, and retell information</b>			
	1. Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question).	Full	Embedded throughout, for example: LIT 4.1.1 LIT 4.6.8 LIT 4.12.4	
	2. Visualize and recall story details, including characterization and sequence.	Full	Embedded throughout, for example: LIT 4.4.1 LIT 4.12.2	
	3. Read a variety of texts, including: · fiction (e.g., legends, novels, folklore, science fiction) · non-fiction (e.g., auto-biographies, informational books, diaries, journals) · poetry · drama	Full	Embedded throughout, for example: LIT 4.1.8 LIT 4.5.1 LIT 4.6.1 LIT 4.7.1	
	4. Increase vocabulary through reading, listening, and interacting.	Full	Embedded throughout, for example: LIT 4.3.3 LIT 4.9.5 LIT 4.11.2	
Reading and Listening for Comprehension Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.	<b>K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum</b>			
	1. Use key words, indices, cross-references, and letters on volumes to find information.	Partial	LIT 4.6.1	The teacher will supplement the curriculum to include the concept of cross-referencing and using letters on volumes to find information.
	2. Use multiple representations of information (e.g., maps, charts, photos) to find information.	Full	Embedded throughout, for example: LIT 4.4.1 LIT 4.6.1 LIT 4.17.1	
	<b>K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information</b>			
	1. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes by: · analyzing author's word choice and context · examining reasons for characters' actions · identifying and examining characters' motives · considering a situation or problems from different characters' perspectives	Full	Embedded throughout, for example: LIT 4.1.4 LIT 4.2.1 LIT 4.3.1-4.3.5	
	2. Respond to non-fiction using interpretive, critical, and evaluative processes.	Full	Embedded throughout, for example: LIT 4.6.1-4.6.9	
	3. Analyze characters, events, and plots from different texts and cite supporting evidence.	Full	Embedded throughout, for example: LIT 4.2.5 LIT 4.6.1 LIT 4.8.2	

	4. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response.	Full	Embedded throughout, for example: LIT 4.3.3 LIT 4.11.1 LIT 4.14.3	
	5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.	Full	Embedded throughout, for example: LIT 4.5.9 LIT 4.9.7 LIT 4.13.1	
	<b>K-4 Benchmark I-D: Acquire reading strategies</b>			
	1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).	Full	GUM 3.13.1-3.13.8 GUM 3.14.1-3.14.3 GUM 3.15.1-3.15.6 GUM 4.11.1-4.11.6	
	2. Identify key words and discover their relationships.	Full	LIT 4.4.1 LIT 4.6.1 COM 4.4.1	
	3. Adjust speed of reading to suit purpose and difficulty of material.	None		The teacher will supplement the curriculum to include the concept of adjusting reading speed to suit purpose and level of difficulty of material.
	4. Read aloud with fluency and comprehension grade-level text.	Full	Embedded throughout, for example: LIT 4.4.1 LIT 4.7.1-4.7.4 LIT 4.9.3	
	5. Increase vocabulary through reading, listening, and interacting.	Full	Embedded throughout, for example: LIT 4.3.3 LIT 4.9.5 LIT 4.11.2	
	<b>K-4 Benchmark II-A: Demonstrate competence in speaking to convey information</b>			
	1. Actively contribute to a discussion.	Full	Embedded throughout, for example: LIT 4.1.1 LIT 4.5.3 LIT 4.9.4	
	2. Use language to: <ul style="list-style-type: none"> <li>· present information and ideas clearly and concisely</li> <li>· interview</li> <li>· solve problems</li> <li>· make decisions</li> </ul>	Full	LIT 4.1.3 LIT 4.1.6 LIT 4.1.7 LIT 4.1.9	
	3. Make oral presentations, using technologies when appropriate, with an awareness of audience and purpose.	Full	Embedded throughout, for example: LIT 4.1.7 LIT 4.1.10 LIT 4.8.7	

4. Use appropriate non-verbal communication while giving presentations.	Full	Embedded throughout, for example: LIT 4.1.10 LIT 4.8.7 LIT 4.12.5	
5. Read aloud with fluency and comprehension grade-level text.	Full	Embedded throughout, for example: LIT 4.4.1 LIT 4.7.1-4.7.4 LIT 4.9.3	
<b>K-4 Benchmarks II-B: Apply grammatical and language conventions to communicate</b>			
1. Use simple and compound sentences in writing and speaking.	Full	GUM 4.1.4 GUM 4.1.6 GUM 4.1.7	
2. Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	Full	GUM 3.3.5 GUM 3.7.3-3.7.7 GUM 4.6.1-4.6.6 GUM 4.10.1-4.10.6 GUM 5.10.1-5.10.8 GUM 6.6.3	
3. Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	Full	GUM 4.8.1 GUM 4.8.2 GUM 4.10.1-4.10.8 GUM 5.10.1-5.10.8	
4. Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	Partial	GUM 3.2.5 GUM 4.3.1 GUM 4.3.2	The teacher will supplement the curriculum to include the concept of using parentheses.
5. Use underlining, quotation marks, or italics to identify titles of documents.	Full	GUM 3.11.3 GUM 5.1.6	
6. Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, proper nouns, and the first word in quotations when appropriate.	Full	GUM 5.1.6 GUM 5.1.7	
7. Spell correctly roots, inflections, affixes, and syllable constructions.	Partial	Embedded throughout, for example: SPELL 4.1.1-4.1.5 SPELL 4.5.1-4.5.5 SPELL 4.20.1-4.20.5	The teacher will supplement the curriculum to include the concept of spelling inflections.
8. Compose multiple paragraphs with: · topic sentences · specific, relevant details · logical progression and movement of ideas · coherence · elaboration · concluding statement related to topic	Full	Embedded throughout, for example: COM 4.1.7 COM 4.2.4 COM 4.2.5 COM 4.5.4 COM 4.6.7	
9. Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	Full	Embedded throughout, for example: 2.1.10 LIT 4.1.7 COM 4.1.9	
<b>K-4 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process</b>			

**Writing and Speaking for Expression**  
**Content**  
**Standard II:**  
**Students will communicate effectively through speaking and writing.**



<p>Literature and Media Content</p> <p>Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.</p>	1. Produce a variety of written compositions using: · descriptive writing (e.g., using relevant details and ideas that figuratively recreate an event or experience) · narrative writing (e.g., using sequence, point of view, and character to tell a story) · expository writing (e.g., identifies and stays on the topic; develops the topic with simple facts, details, examples, explanations)	Full	COM 4.5.3 COM 4.5.4 COM 4.5.5	
	2. Use planning strategies that generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).	Full	Embedded throughout, for example: COM 4.2.3 COM 4.2.4 COM 4.3.4 COM 4.4.1	
	3. Focus revision on: · sequence of events and ideas · transitional words · sentence patterns	Partial	COM 4.5.3 COM 4.6.8	The teacher will supplement the curriculum to include the concept of focusing revision on transitional words.
	<b>K-4 Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world</b>			
	1. Examine the reasons for characters' actions.	Full	Embedded throughout, for example: LIT 4.4.1-4.4.5	
	2. Identify and examine characters' motives.	Full	LIT 4.8.3 LIT 4.4.1-4.4.5	
	3. Consider a situation or problem from different characters' point of view.	Full	LIT 3.4.7 LIT 4.8.3	
	4. Trace the exploits of character types across literature and media depicting various cultures.	Full	LIT 4.2.7 LIT 4.4.1-4.4.5 LIT 4.8.7	
	<b>K-4 Benchmarks III-B: Identify and use the types of literature according to their purpose and function</b>			
	1. Identify beginning, middle, and end of a story.	Full	LIT 3.1.1 LIT 3.18.1 LIT 4.10.1	
	2. Describe the contextual differences of various forms of literature.	Full	Embedded throughout, for example: LIT 3.18.5 LIT 4.2.1 LIT 4.5.1	The teacher will supplement the curriculum to include the concept of describing reasons why an author would choose a particular genre
	3. Describe the reasons why an author would choose a particular genre.	None		
	4. Compose fiction, non-fiction, poetry, and drama using self-selected and/or assigned topics and forms.	Partial	LIT 4.8.3 COM 4.4.1-4.4.8 COM 4.5.4	The teacher will supplement the curriculum to include composing a drama.
	5. Respond to fiction, non fiction, poetry, and drama using interpretive, critical, and evaluative processes by: · analyzing author's word choice and context · examining reasons for characters' actions · identifying and examining characters' motives · considering a situation or problems from different characters' perspectives	Full	LIT 4.1.4 LIT 4.2.1 LIT 4.3.1	

New Mexico Grade 5 Reading/Language Arts Standards Compared to K <sup>12</sup> Grade 5 Language Arts				
Strand	Benchmarks and Performance Standards	Coverage	K <sup>12</sup> grade, unit, lesson	Comments
	<b>5-8 Benchmark I-A: Listen to, read, react to, and interpret information</b> 1. Listen actively and critically by: · asking questions · delving deeper into the topic · elaborating on the information and the ideas presented · evaluating information and ideas · making inferences and drawing conclusions · making judgments	Full	LIT 4.6.4 LIT 5.2.1-5.1.3 LIT 5.7.1 COM 5.2.5 COM 5.2.8	
	2. Make connections between texts by recognizing similarities and differences based on a common theme, lesson, or message.	Full	LIT 5.8.2 LIT 5.7.1 LIT 5.4.1-5.4.5 LIT 5.8.2	
	3. Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.	Full	Embedded throughout, for example: LIT 5.4.2 LIT 5.4.4 LIT 5.15.3	
	4. Follow oral instructions that provide information about a task or assignment.	Full	Embedded throughout, for example: LIT 5.1.2 LIT 5.8.3 LIT 5.11.4	
	<b>5-8 Benchmark I-B: Gather and use information for research and other purposes</b>			
Reading and Listening for Comprehension Content Standard I: Students will apply strategies	1. Understand concept of primary source.	Full	COM 4.2.2 COM 5.2.2 COM 5.2.3	
	2. Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas by: · conducting research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, Internet, computer networks) · evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics	Full	COM 4.2.2 COM 5.2.2 LIT 4.8.2	
	3. Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions.	Full	LIT 4.6.3 LIT 4.8.7 LIT 4.12.5 LIT 5.4.2 COM 4.2.2	
	<b>5-8 Benchmark I-C: Apply critical thinking skills to analyze information</b>			
	1. Evaluate text to determine author's purpose and opinion by: · evaluating inferences, conclusions, and generalizations · identifying elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative language and personification	Full	LIT 5.7.3 LIT 5.7.4 LIT 5.2.1-5.2.3 LIT 5.5.1-5.5.10 LIT 5.8.1 LIT 5.4.2	

and skills to comprehend information that is read, heard, and viewed.	2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text.	Full	COM 5.2.3 COM 5.7.2	
	3. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by: · analyzing word choice and content · examining reasons for a character's actions · creating and presenting a product that demonstrates a personal response · examining alternative perspectives	Full	LIT 4.3.1 LIT 5.6.1 COM 5.1.1-5.1.8 LIT 5.9.3	
	4. Make informed judgments about bias, propaganda, stereotyping, and media techniques.	Full	LIT 5.6.1-5.6.7	
	5. Analyze cause and effect relationships, compare and contrast information, facts, characters, and objects to predict a logical outcome based on the information in the selection.	Full	LIT 5.16.3 LIT 5.7.1 LIT 5.8.2 LIT 5.14.4	
	6. Distinguish between fact and opinion.	Full	LIT 4.6.2 LIT 4.8.7 LIT 5.5.9	
	<b>5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process</b>			
	1. Apply enabling strategies and skills to read by: · expanding and refining vocabulary through wide reading, word study, content area study, writing process elements, writing as a tool, debate, discussions, seminars, and examining the author's craft · using word reference materials · selecting key vocabulary critical to the text and applying appropriate meanings for understanding · reading independently to increase fluency and build background knowledge	Full	COM 5.2.3 LIT 5.3.3 LIT 5.14.1	
	2. Interact with the text by: · making predictions · formulating questions · supporting answers from textual information, previous experience, and/or other sources · drawing on personal, literary, and cultural understandings · seeking additional information	Full	LIT 5.14.4 LIT 4.12.4 LIT 5.13.2 LIT 5.13.5 LIT 5.7.2	
	3. Read a variety of texts (e.g., fiction, nonfiction, newspaper and magazine articles, poetry, drama)	Full	Embedded throughout, for example: LIT 5.12.1 LIT 5.5.1-5.5.10 COM 5.2.3 LIT 5.4.1 LIT 5.10.1	
	4. Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events or information.	Full	LIT 5.13.1-5.13.6 LIT 5.16.1	
	<b>5-8 Benchmark II-A: Use speaking as an interpersonal communication tool</b>			
	1. Read aloud grade-level text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.	Full	Embedded throughout, for example: LIT 5.4.2 LIT 5.4.4 LIT 5.15.3	

<b>Writing and Speaking for Expression</b> <b>Content Standard II: Students will communicate effectively through speaking and writing.</b>	2. Use language to: · formulate hypotheses · evaluate information and ideas · present and support arguments · influence the thinking of others	Full	COM 5.2.5 LIT 5.7.1 COM 5.4.1-5.4.8 COM 5.3.6	
	3. Make presentations to inform or persuade, selecting vocabulary for impact.	Full	COM 4.6.9 COM 5.4.8 COM 5.3.6	
	<b>5-8 Benchmarks II-B: Apply grammatical and language conventions to communicate</b>			
	1. Write sentences that use: · independent and dependent clauses · transitions · conjunctions to connect ideas	Full	GUM 5.1.4 COM 6.1.3 GUM 7.5.1-7.5.9	
	2. Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).	Full	GUM 5.7.1-5.7.11 GUM 5.8.1-5.8.7	
	3. Use colons and quotation marks correctly.	Full	GUM 5.1.3 GUM 5.1.6 GUM A.17.6	
	4. Spell most commonly used words accurately using a multi-strategy approach to learn new spellings.	Full	Embedded throughout, for example: SPE 5.3.1-5.3.5 SPE 5.8.1-5.8.5 SPE 5.12.1-5.12.5	
	5. Edit final product for grammar, language conventions, and format.	Full	Embedded throughout, for example: COM 5.1.8 COM 5.2.10 COM 5.6.4	
	6. Create and deliver focused, coherent presentations that convey ideas clearly and relate to the background and interest of the audience using a variety of media.	Full	Embedded throughout, for example: COM 5.2.10 COM 5.4.8 COM 5.5.4	
	7. Evaluate the content of oral communication.	Full	COM 5.5.1-5.5.4 LIT 5.2.8 LIT 5.10.7	
<b>5-8 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process</b>				
	1. Produce a variety of written products that demonstrate competence in: · persuasive writing (e.g., states a clear position, elaborates on the position with reasons, examples, information and other evidence) · autobiographical writing · essays that speculate on cause and effect	Partial	COM 4.6.1-4.6.9 COM 5.1.1-5.1.8 COM 5.3.6	The teacher will supplement the curriculum to include producing an essay that speculates on cause and effect.
	2. Apply the writing process through: · pre-writing · creating a rough draft · revising for clarity of thought and focused communication · editing · publishing and sharing of final product	Full	Embedded throughout, for example: COM 5.2.1-5.2.10 COM 5.4.1-5.4.8 COM 5.5.1-5.5.4	